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ABSTRACT

This report presents and analyzes data gathered as one part of a multi-phase, multi-method, comprehensive study of several aspects of the House Plan as it exists at Cypress College. All day (458) and evening (128) students, entering February 1976 and registered for six units or more, were surveyed. The survey instrument tested students' general knowledge of the House Plan, asking about House membership, counselors, House advisors and presidents, and elicited information about students' involvement in campus activities, asking the number of hours students worked per week, the hours spent in classes or labs per week, where they ate lunch over a six-week period, and extra-curricular activities. The differences between day and evening students by House for each of the information areas explored are discussed. Of day students, 325 identified their House advisors and 322 their House presidents incorrectly. Over 44% of day students worked from 0-5 hours per week, while nearly 15% worked from 16-20 hours compared to 44% of evening students working 36-40 hours and 25% working 0-5 hours weekly. Nearly 41% of day and over 67% of night students spent less than 2 hours on campus weekly aside from class or lab attendance, and 544 students from both groups reported participation in no extra-curricular activities. Data are presented primarily in 124 figures. (TR)

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RESEARCH REPORT #1

CHARACTERISTICS OF NEW STUDENTS

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JC 780 304

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RESEARCHER'S STATEMENT OF RESPONSIBILITY

I certify that the data contained herein are accurate and unbiased to the best of my knowledge and research capabilities. I further certify that I have the sole responsibility for the content of this report and for any errors. I further certify that this research was carried out in full accordance with ethical standards concerning human subjects.

Judy Arlene Davidson
Institutional Research Officer

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INTRODUCTION

This report presents and analyzes data gathered as one part of a multi-phase, multi-method, comprehensive study of several aspects of the House Plan.

At the beginning of February, 1976, a survey was taken of all students new to Cypress this semester. New students at Cypress who are registered for 6 units or more are required to enroll in either Guidance 40 (Introduction to College) or an alternate course for which they can receive Guidance 40 credit, such as Guidance 48 (Women and Careers). Both Day and Extended Day classes were surveyed with a total N=586.

A questionnaire designed specifically to elicit information on (1) students' general knowledge of House facts, such as the name of their House and the name of their House Advisor and, (2) students' general involvement in campus life, was administered in either the first or second class meeting of the Guidance 40 (or alternate) classes. In some but not all of these classes, a follow-up survey was done at the last meeting of the classes; Research Report #2 will present these comparative data.

In summary, this report in concerned with characteristics of new students as they were in their first or second week of college life.

THE CONCEPT OF THE HOUSE

Bigness in education has the advantages of efficiency and economy, but also its disadvantages -- the greatest of which is the tendency of the student to become indistinguishable and "lost." Breaking up the bigness into more educative, manageable and sociologically acceptable groups is the essence of the House Plan.

Architectural response:

A. Each House, serving from 400 to 1000 students, will be located at a pedestrian node.

B. Each House has its own conveniently located parking areas.

C. The House is a place where (1) student meets student; (2) professor meet professor, and even more important; (3) student meets professor in an informal, relaxed atmosphere.

D. Spaces within the House consist of student-faculty lounge, seminars, snack bar-kitchen, library, carrels, student officers' office, offices for faculty associates and counselors, terraces, etc.

E. The House permits more personalized student services.

STATISTICAL SUMMARY

I. Reported House Membership

1. Day classes (N=458)

Einstein:	58	(12.66% of 458)
Bernstein:	45	(9.82% of 458)
Muir-Twain:	78	(17.03% of 458)
Carnegie:	107	(23.36% of 458)
Edison:	80	(17.47% of 458)
Schweitzer	29	(6.33% of 458)
Thorpe:	13	(2.84% of 458)
Don't know	45	(9.83% of 458)
Other Answer	3	(0.66% of 458)
	458	100.00%

2. Night classes (N=128)

Einstein	12	(9.37% of 128)
Bernstein	1	(0.78% of 128)
Muir-Twain	19	(14.84% of 128)
Carnegie:	22	(17.19% of 128)
Edison:	12	(9.38% of 128)
Schweitzer:	5	(3.91% of 128)
Thorpe:	2	(1.56% of 128)
Don't know	45	(35.16% of 128)
Other Answer	10	(7.81% of 128)
	128	100.00%

3. All classes (N=586)

Einstein:	70	(11.95% of 586)
Bernstein:	46	(7.85% of 586)
Muir-Twain:	97	(16.55% of 586)
Carnegie:	129	(22.01% of 586)
Edison:	92	(15.70% of 586)
Schweitzer:	34	(5.80% of 586)
Thorpe:	15	(2.56% of 586)
Don't know	90	(15.36% of 586)
Other Answer	13	(2.22% of 586)
	586	100.00%

II. Reported counselors, Day classes only (N=458)

Beamer	48	(10.48% of 458)
Beamer/Tyrrell	12	(2.62% of 458)
Bilyeu	30	(6.55% of 458)
Chew	19	(4.14% of 458)
McDermott	42	(9.17% of 458)
Melom	36	(7.86% of 458)
Nordee	30	(6.55% of 458)
Page	37	(8.08% of 458)
Parmenter	24	(5.24% of 458)
Rossier	27	(5.90% of 458)
Spaulding	32	(6.99% of 458)
Tyrrell	39	(8.52% of 458)
Woodington	18	(3.93% of 458)
Don't know	52	(11.35% of 458)
Other Answer	12	(2.62% of 458)
	458	100.00%

III. Students' knowledge of House Advisors, by House. Day classes only. (N=458)

Einstein

Correct answer	3	(5.17% of reported House membership)
Incorrect answer	55	(94.83% of reported House membership)
	58	100.00%

Bernstein

Correct answer	20	(44.44% of reported House membership)
Incorrect answer	25	(55.56% of reported House membership)
	45	100.00%

Muir-Twain

Correct answer	1	(1.30% of reported House membership)
Incorrect answer	77	(98.70% of reported House membership)
	78	100.00%

Carnegie

Correct answer	60	(56.07% of reported House membership)
Incorrect answer	47	(43.93% of reported House membership)
	107	100.00%

Edison

Correct answer	0	(0.00% of reported House membership)
Incorrect answer	80	(100.00% of reported House membership)
	80	100.00%

Schweitzer

Correct answer	1	(3.45% of reported House membership)
Incorrect answer	28	(96.55% of reported House membership)
	29	100.00%

Thorpe

Correct answer	0	(0.00% of reported House membership)
Incorrect answer	13	(100.00% of reported House membership)
	13	100.00%

IV. Students' knowledge of House Presidents, by House. Day classes only. (N=458)

Einstein

Correct answer	11	(18.97% of reported House membership)
Incorrect answer	47	(81.13% of reported House membership)
	58	100.00%

Bernstein

Correct answer	5	(11.11% of reported House membership)
Incorrect answer	40	(88.89% of reported House membership)
	45	100.00%

Muir-Twain

Correct answer	0	(0.00% of reported House membership)
Incorrect answer	78	(100.00% of reported House membership)
	78	100.00%

Carnegie

Correct answer	59	(55.14% of reported House membership)
Incorrect answer	48	(44.86% of reported House membership)
	107	100.00%

Edison

Correct answer	0	(0.00% of reported House membership)
Incorrect answer	80	(100.00% of reported House membership)
	80	

Schweitzer

Correct answer	0	(0.00% of reported House membership)
Incorrect answer	29	(100.00% of reported House membership)
	29	

Thorpe

At the time the survey was taken, Thorpe House had not yet elected House officers.

V. Reported number of hours per week worked.

1. Day classes (N=458)

0-5 hours per week	204	(44.54% of 458)
6-10 hours per week	10	(2.18% of 458)
11-15 hours per week	19	(4.15% of 458)
16-20 hours per week	65	(14.19% of 458)
21-25 hours per week	40	(8.73% of 458)
26-30 hours per week	33	(7.20% of 458)
31-35 hours per week	17	(3.71% of 458)
36-40 hours per week	44	(9.61% of 458)
41-45 hours per week	3	(0.66% of 458)
46-50 hours per week	9	(1.97% of 458)
51-55 hours per week	0	(0.00% of 458)
56+ hours per week	3	(0.66% of 458)
Housewife	6	(1.31% of 458)
Hours per week vary	5	(1.09% of 458)
	458	100.00%

2. Night classes (N=128)

0-5 hours per week	31	(24.22% of 128)
6-10 hours per week	5	(3.91% of 128)
11-15 hours per week	1	(0.78% of 128)
16-20 hours per week	2	(1.56% of 128)
21-25 hours per week	5	(3.91% of 128)
26-30 hours per week	11	(8.59% of 128)
31-35 hours per week	2	(1.56% of 128)
36-40 hours per week	56	(43.75% of 128)
41-45 hours per week	4	(3.12% of 128)
46-50 hours per week	5	(3.91% of 128)
51-55 hours per week	1	(0.78% of 128)
56+ hours per week	5	(3.91% of 128)
Housewife	0	(0.00% of 128)
Hours per week vary	0	(0.00% of 128)
	128	100.00%

3. All classes (N=586)

0-5 hours per week	235	(40.10% of 586)
6-10 hours per week	15	(2.56% of 586)
11-15 hours per week	20	(3.41% of 586)
16-20 hours per week	67	(11.43% of 586)
21-25 hours per week	45	(7.68% of 586)
26-30 hours per week	44	(7.51% of 586)
31-35 hours per week	19	(3.24% of 586)
36-40 hours per week	100	(17.06% of 586)
41-45 hours per week	7	(1.20% of 586)
46-50 hours per week	14	(2.40% of 586)
51-55 hours per week	1	(0.17% of 586)
56+ hours per week	8	(1.37% of 586)
Housewife	6	(1.02% of 586)
Hours per week vary	5	(0.85% of 586)
	586	100.00%

VI. Reported number of hours in class or labs per week.

1. Day classes (N=458)

1-3 hours per week	5	(1.09% of 458)
4-6 hours per week	29	(6.33% of 458)
7-9 hours per week	30	(6.55% of 458)
10-12 hours per week	70	(15.28% of 458)
13-15 hours per week	90	(19.66% of 458)
16-18 hours per week	89	(19.43% of 458)
19-21 hours per week	74	(16.16% of 458)
22+ hours per week	37	(8.08% of 458)
No answer	10	(2.18% of 458)
Excessive total hours reported*	24	(5.24% of 458)
	458	100.00%

2. Night classes (N=128)

1-3 hours per week	4	(3.12% of 128)
4-6 hours per week	10	(7.83% of 128)
7-9 hours per week	27	(21.09% of 128)
10-12 hours per week	43	(33.59% of 128)
13-15 hours per week	27	(21.09% of 128)
16-18 hours per week	8	(6.25% of 128)
19-21 hours per week	5	(3.91% of 128)
22+ hours per week	3	(2.34% of 128)
No answer	0	(0.00% of 128)
Excessive total hours reported*	1	(0.78% of 128)
	128	100.00%

* See page 119 of this report for explanation.

3. All classes (N=586)

1-3 hours per week	9	(1.54% of 586)
4-6 hours per week	39	(6.65% of 586)
7-9 hours per week	57	(9.73% of 586)
10-12 hours per week	113	(19.28% of 586)
13-15 hours per week	117	(19.97% of 586)
16-18 hours per week	97	(16.55% of 586)
19-21 hours per week	79	(13.48% of 586)
22+ hours per week	40	(6.83% of 586)
No answer	10	(1.71% of 586)
Excessive total hours reported*	25	(4.27% of 586)
	586	100.00%

VII. Reported number of hours on campus aside from class or lab hours.

1. Day classes (N=458)

0-1.9 hours per week	187	(40.83% of 458)
2-3.9 hours per week	102	(22.27% of 458)
4-5.9 hours per week	57	(12.44% of 458)
6-7.9 hours per week	36	(7.86% of 458)
8-9.9 hours per week	19	(4.15% of 458)
10-11.9 hours per week	7	(1.53% of 458)
12-13.9 hours per week	2	(0.44% of 458)
14-15.9 hours per week	1	(0.22% of 458)
No class hours reported*	10	(2.18% of 458)
Excessive total hours reported*	16	(3.49% of 458)
Misread question*	21	(4.59% of 458)
	458	100.00%

2. Night classes (N=128)

0-1.9 hours per week	86	(67.19% of 128)
2-3.9 hours per week	23	(17.97% of 128)
4-5.9 hours per week	8	(6.25% of 128)
6-7.9 hours per week	2	(1.56% of 128)
8-9.9 hours per week	1	(0.78% of 128)
10-11.9 hours per week	0	(0.00% of 128)
12-13.9 hours per week	0	(0.00% of 128)
14-15.9 hours per week	0	(0.00% of 128)
No class hours reported*	0	(0.00% of 128)
Excessive total hours reported*	3	(2.34% of 128)
Misread question*	5	(3.91% of 128)
	128	100.00%

3. All classes (N=586)

0-1.9 hours per week	273	(46.59% of 586)
2-3.9 hours per week	125	(21.33% of 586)
4-5.9 hours per week	65	(11.09% of 586)
6-7.9 hours per week	38	(6.49% of 586)
8-9.9 hours per week	20	(3.41% of 586)
10-11.9 hours per week	7	(1.19% of 586)
12-13.9 hours per week	2	(0.35% of 586)
14-15.9 hours per week	1	(0.17% of 586)
No class hours reported*	10	(1.71% of 586)
Excessive total hours reported*	19	(3.24% of 586)
Misread question*	26	(4.44% of 586)
	586	100.00%

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* See page 126 of this report for explanation.

VIII. Students' reports of where they ate lunch over a one-week period.

1. Day classes (N=458)

Own House at least once	83	(18.12% of 458)
Other House at least once	36	(7.86% of 458)
Off campus	214	(46.73% of 458)
Didn't eat lunch*	125	(27.29% of 458)
	458	100.00%

2. Night classes (N=128)

On campus at least once	11	(8.59% of 128)
Off campus	68	(49.22% of 128)
Didn't eat lunch*	54	(42.19% of 128)
	128	100.00%

3. All classes (N=586)

On campus at least once	130	(22.18% of 586)
Off campus	277	(47.27% of 586)
Didn't eat lunch*	179	(30.55% of 586)
	586	100.00%

IX. Reported participation in extra-curricular activities over a one-week period.

1. Day classes (N=458)

No activities	418	(91.26% of 458)
1 activity	30	(6.55% of 458)
2 activities	8	(1.75% of 458)
3 activities	2	(0.44% of 458)
	458	100.00%

2. Night classes (N=128)

No activities	126	(98.44% of 128)
1 activity	1	(0.78% of 128)
2 activities	1	(0.78% of 128)
3 activities	0	(0.00% of 128)
	128	100.00%

3. All classes (N=586)

No activities	544	(92.83% of 586)
1 activity	31	(5.29% of 586)
2 activities	9	(1.54% of 586)
3 activities	2	(0.34% of 586)
	586	100.00%

* See page 161 of this report for explanation.

1. House Membership

Students were asked to name the House to which they were assigned by the question "The name of the House I belong to is ___________." The Statistical Summary on page 1 shows House membership as elicited by this question. Figures 1-3 display the data in graph form. Of interest is the fact that in the day classes, 9.83% of the students either left the response space blank, or put a question mark there. In a few cases, students wrote in such things as "I forgot." In two cases, students listed 3 or 4 Houses; apparently they were listing all the Houses in which they have classes. (These were scored as "Don't know."). In the extended day classes, 35.16% of the students either left the response space blank or put a question mark there. The difference in the day-class percentage and the extended day percentage is of course to be expected by virtue of the fact that extended day students are not assigned to Houses. What is of further interest is that in the extended day classes, 57.04% of the students reported that they were assigned to a House, which indicates that day students take extended day classes. The converse is also true; the "Other answers" category for the day classes includes such responses as "None - I am a night student.", and 2 such responses turned up in the day class population.[1]

In the extended day classes, a distinction was made between those students who either left the response space blank or put a question mark and those who wrote in something such as "I'm a night student" or

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[1] The "other answer" category for the day classes also includes 2 irrelevant answers which apparently stemmed from the students' misreading of the question.

"not applicable." The former were coded as "Don't know" while the latter were coded as "Other." This distinction was made because of the possibility that those extended day students who wrote in responses such as "Night student" or "Not applicable" were thereby displaying knowledge of the House Plan and the realization that as an extended day student, they were not assigned to a House, while those students who left the response space blank or put a question mark possibly may not even be aware of what the House Plan is and whether or not they are a part of it. While this distinction was made, the reader is nonetheless cautioned that this distinction is merely a hypothesis.[2]

There was a slight indication that in some students' minds, the concept of "House" is identified with the concept of "Division"; 32 students in the entire population (N=586) answered the House membership question with the name of a Division.

With respect to the significance of the fact that 9.83% of the day students were not able to name the House to which they had been assigned, it should be noted that a student's ability to name his or her House may not necessarily be related to participation in campus life, and that a student's inability to name his or her House may not mean that he or she does not participate in campus life. These will be examined in later sections of this report.

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[2] This hypothesis will be tested and results reported in a later report.

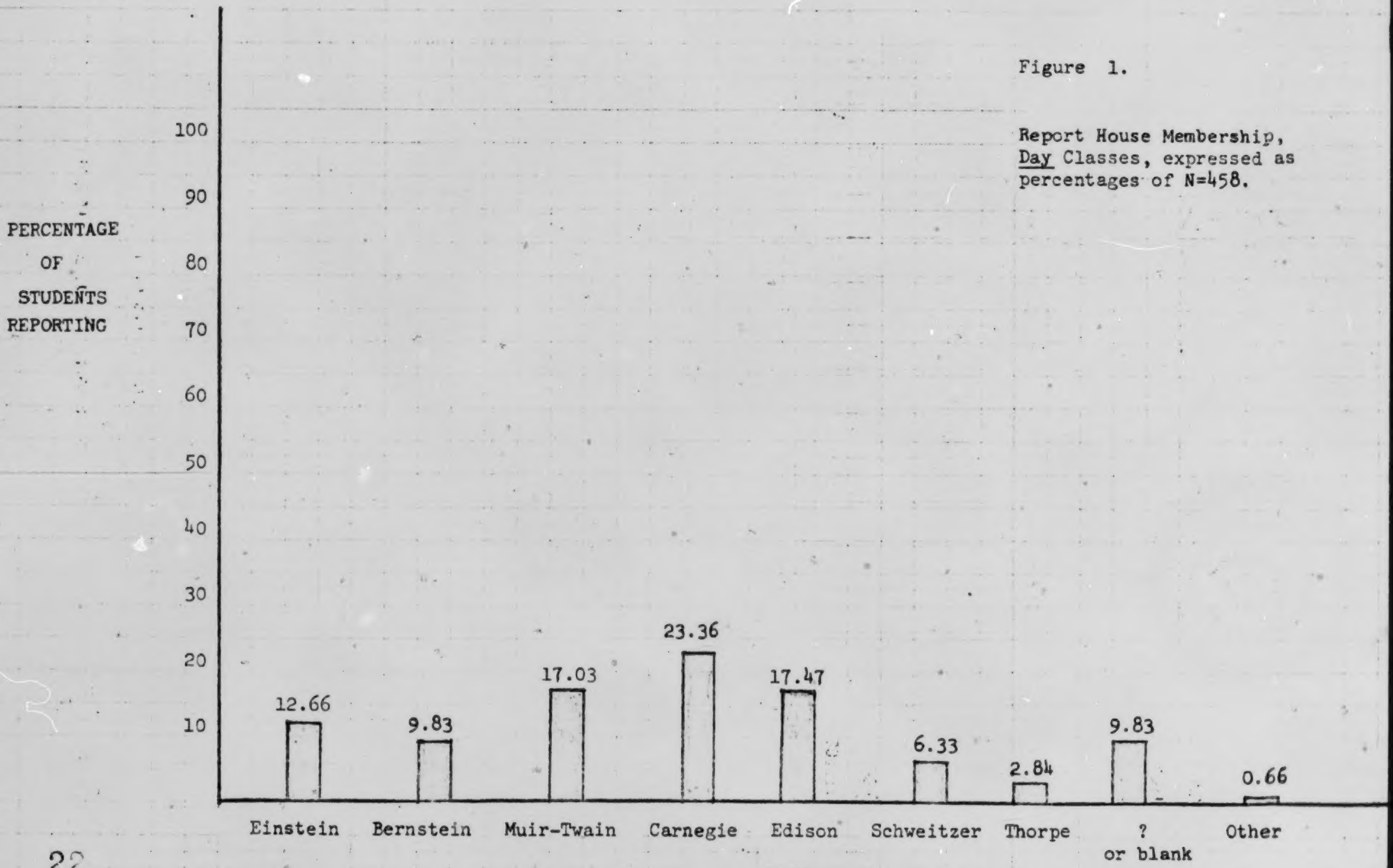

Figure 1.

Report House Membership, Day Classes, expressed as percentages of N=458.

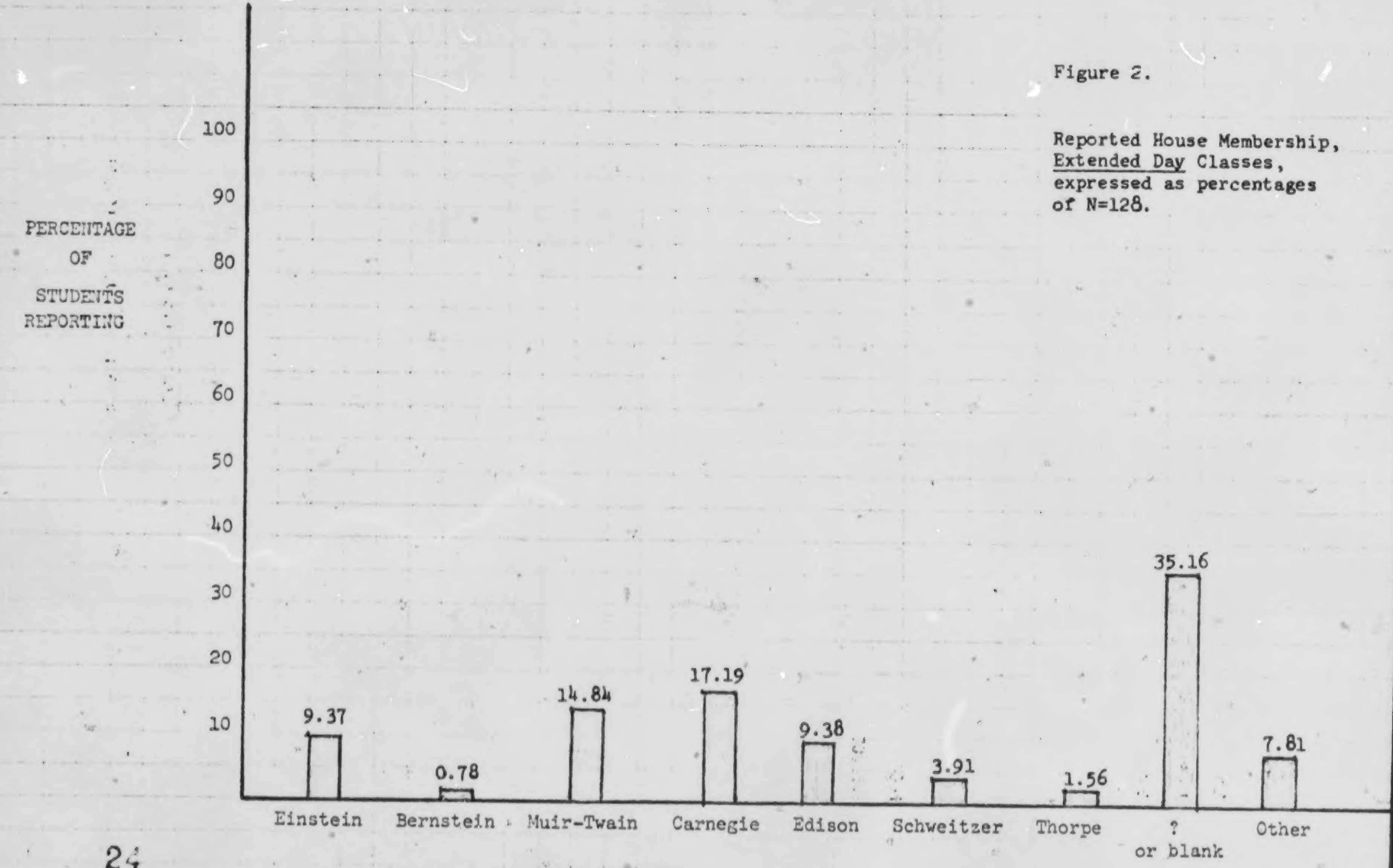

Figure 2.

Reported House Membership, Extended Day Classes, expressed as percentages of N=128.

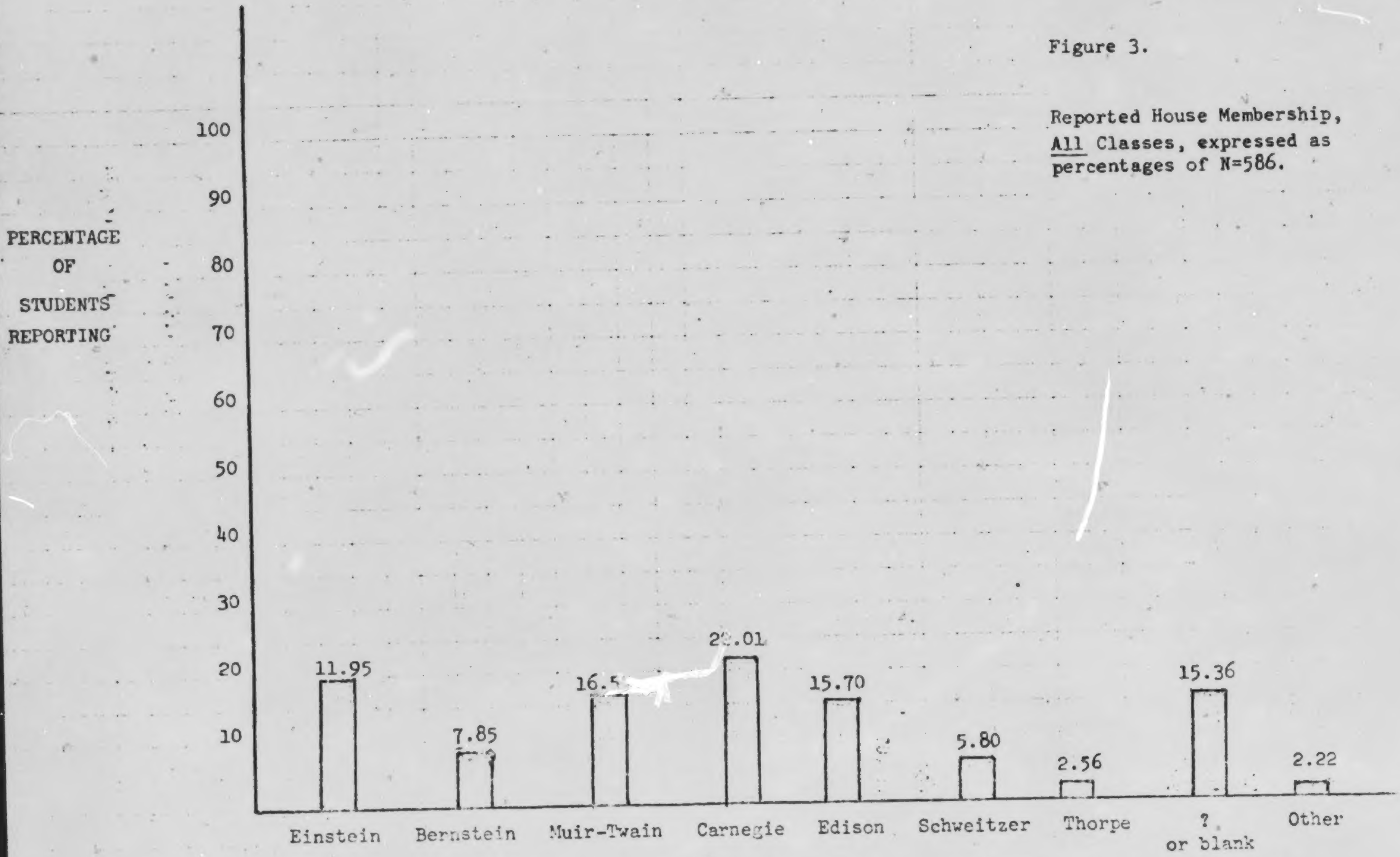

Figure 3.

Reported House Membership, All Classes, expressed as percentages of N=586.

2. Counselors

Students were asked to name their counselors by the question "The name of my counselor is __________." The Statistical Summary on page 2 shows the day students' reports of who their counselors are as elicited by this question. If students left the response space blank, or if they put a question mark there, or if they named a person who does not have counselees, such as Cifelli, then these answers were coded as "Don't know." In the "Other" category were included such responses as "None - night student", "Not applicable," and 5 students who reported that they were counselees of Ray Solano.

In the extended day classes, students reported their counselors as follows: (N=128)

Beamer	5	(3.91% of 128)
Bilyeu	3	(2.34% of 128)
Chew	3	(2.34% of 128)
McDermott	4	(3.12% of 128)
Melom	3	(2.34% of 128)
Nordee	3	(2.34% of 128)
Page	8	(6.25% of 128)
Parmenter	6	(4.69% of 128)
Rossier	1	(0.78% of 128)
Spaulding	2	(1.56% of 128)
Tyrrell	6	(4.69% of 128)
Woodington	1	(0.78% of 128)
Bales	3	(2.34% of 128)
? or blank	69	(53.91% of 128)
None or N/A	9	(7.03% of 128)
Other	2	(1.56% of 128)

For the extended day classes, these reported figures may include both of the following categories of students: (1) day students who are taking Guidance 40 as an extended day class in order to fit into their work schedule or school schedule (2) extended day students who are not assigned a counselor in the same manner as are the day students, but who, through contact with counselors, perceive those persons as being their counselors and therefore report them as their counselors. The "None or not applicable" category should probably be combined with the "Don't know or blank" category, since both these categories reflect that the student did not know a counselor by name whom he could list as possibly being his counselor; however, these categories have been reported separately because of the possibility that those answering "None or Not applicable" realize that as extended day students, they are not assigned a counselor, while those responding with a question mark or a blank response space may not realize that they are not assigned a counselor.[3]

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[3] This distinction is merely a possibility and shouldn't be construed as a finding.

3. House Advisors

Students were asked to name their House Advisor through the question "The name of my House Advisor is ______________." The Statistical Summary on pages 2-3 shows the percentages of day students who were able to correctly name their House Advisors, broken down by House. Although the Summary shows that Carnegie House had the largest percentage of students correctly naming the House Advisor, this (and all the other percentages) should be interpreted with extreme caution, by virtue of the following: Part of the material covered in Guidance 40 classes concerns House Advisors, and since different Guidance 40 classes covered this material at different times during the course, the percentages of incorrect responses may merely reflect that students in particular Guidance 40 classes had not yet learned that material at the time the survey was taken. For this reason, low percentages of correct responses should not be construed as Houses' failure to make contact with students, or as students' lack of interest in the House Plan or campus life or whatever; rather the low percentages of correct responses should at this point be interpreted merely as an indicator of what had been taught in the Guidance 40 classes at the time the survey was taken. The follow-up surveys of these new students will give a much more accurate picture with respect to this question.

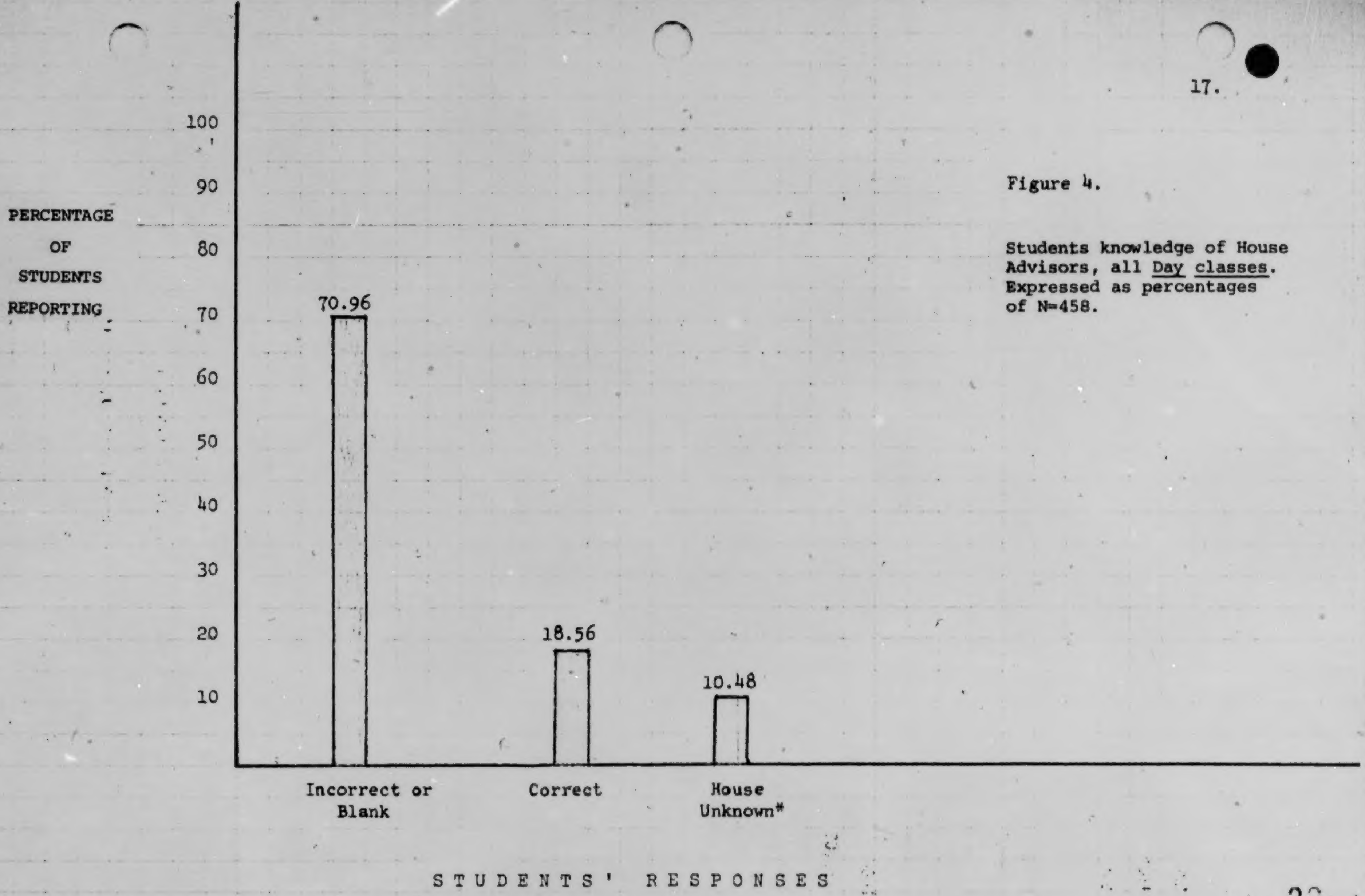
For all day classes combined, the percentages of correct and incorrect responses are as follows:

Correct	85	(18.56% of 458)
Incorrect	325	(70.96% of 458)
House unknown	48	(10.48% of 458)
	458	100.00%

Figure 4 shows the percentages in graph form. Again, these percentages should be interpreted with extreme caution for the reasons listed above; the follow-up survey of these new students will yield figures which will more accurately reflect students' knowledge of House Advisors.

Figure 4.

Students knowledge of House Advisors, all Day classes. Expressed as percentages of N=458.



*Combined with responses categorized as "other".

4. House Presidents

Students were asked to name their House Presidents through the question "The name of my House President is ______________." The Statistical Summary on page 3 shows the percentages of correct and incorrect responses, broken down by House. As was the case with the House Advisors, these percentages, should be interpreted with extreme caution. At the time the survey was taken, some Guidance 40 classes had already had the House Presidents come into the class and introduce themselves to the class, but other Guidance 40 classes did not do that until after the survey was taken. The percentages, therefore, should again at this point be interpreted as merely an indicator of which House Presidents had already spoken to certain classes. Again, the follow-up surveys of these new students will give a much more accurate picture with respect to this question.

For responses to both the question on House Presidents and House Advisors, both first names and/or last names were accepted as correct; i.e., it was not required that students be able to list the Advisor or President by full name. In one case, a student responded, "I don't know her name, but I know her when I see her," and this was coded as a correct response.

For all day classes combined, the percentages of correct and incorrect responses are as follows:

Correct	75	(16.38% of 458)
Incorrect	322	(70.30% of 458)
House unknown	48	(10.48% of 458)
Thorpe House[4]	13	(2.84% of 458)
	458	100.00%

Figure 5 shows this in graph form.

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[4] Thorpe House had not elected officers at the time the survey was taken.

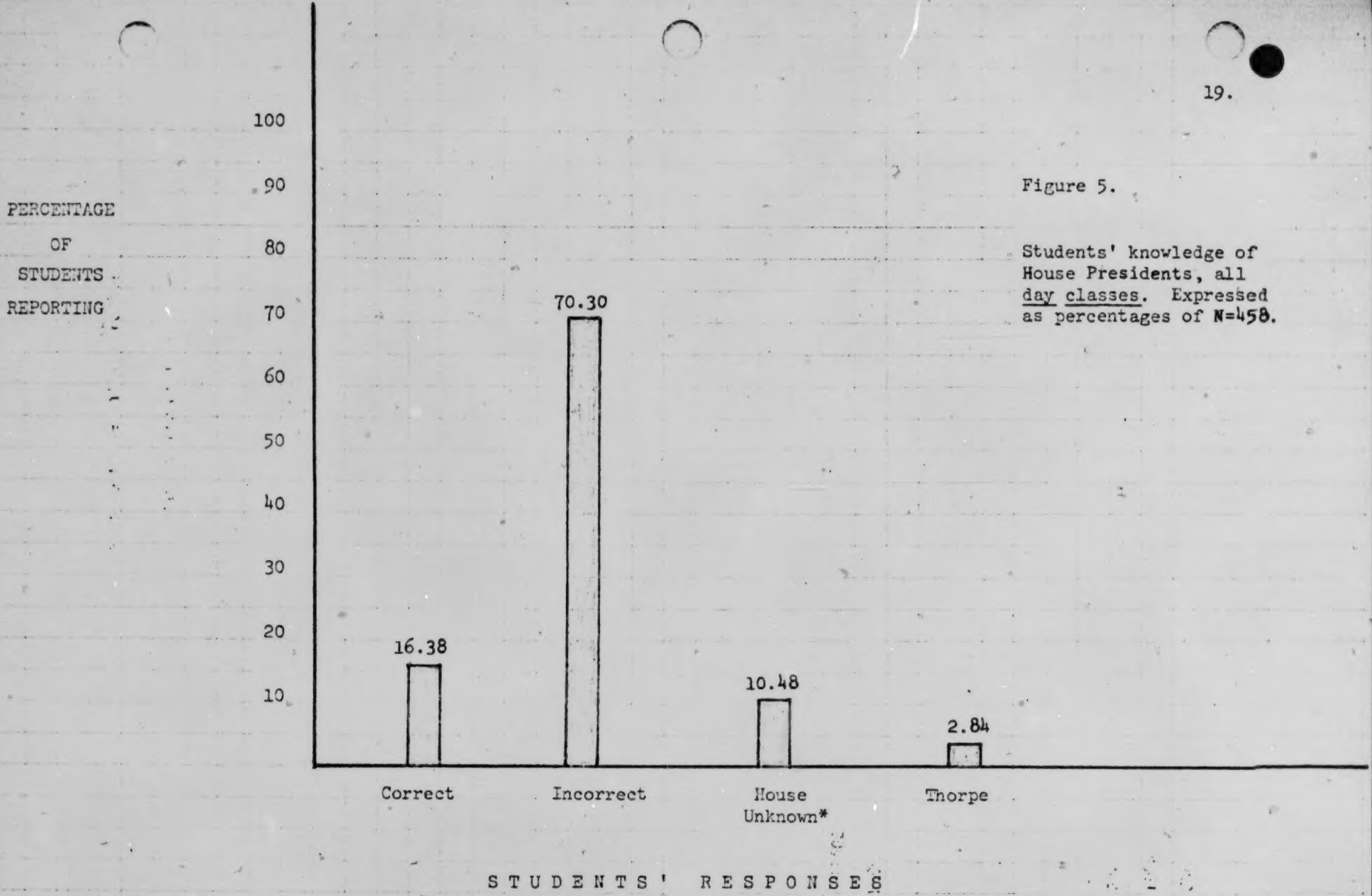

Figure 5.

Students' knowledge of House Presidents, all day classes. Expressed as percentages of N=458.

*Combined with answers categorized as "other".

5. Reported Hours Worked per Week

Students were asked to indicate how many hours per week they work by the question "I work ___________ hours every week on a job outside of school." The Statistical Summary on page 4 shows hours worked per week as elicited by this question. Figures 6, 7, and 8 show these percentages in graph form. Of interest are the differences between the day classes and extended day with respect to the shapes of the frequency polygons; the curve for the day classes (figure 6) is sharply skewed to the left, while the curve for the extended day classes (figure 7) has its mode at 35-40 hours per week. These differences illustrate the differences between day and extended day students with respect to number of hours per week worked; fewer day students work than night students, and they work fewer hours, whereas the tendency for night students is to work 40 hours per week, if they do work. This difference may be more dramatically illustrated by comparing the cumulative percentage curves for day and extended day classes in figures 9 and 10; note that the curve for the day classes starts at 44.54% (i.e., 44.54% of day students work between 0-5 hours per week) and thereafter rises gradually and more or less steadily. In contrast, the cumulative percentage curve for the extended day classes starts at a much lower percentage (24.22%) and thereafter rises gradually until the 35-40 hours per week category, at which point it rises sharply.

Of further interest with respect to differences between day and extended day students is the fact that when day students do work, they are more likely to work 15-20 hours per week rather than 40 hours per week. Figure 6 illustrates this. In contrast, very few extended day students work 15-20 hours per week; if they do work. It is much more likely to be

40 hours per week. Figure 7 illustrates this. That is, the most "popular" number of hours per week to work for those day students who do work is between 15-20, i.e., half-time, while the great majority of those extended day students who work work full-time.

Figures 8 and 11 show the percentages of hours worked per week for all classes in a frequency polygon and as cumulative percentages, respectively. Figure 8 gives a general picture of all new students; the polygon is tri-modal, with the highest mode at 0 hours per week, the lowest mode at 15-20 hours per week, and the middle mode at 35-40 hours per week.

Arithmetic means were also taken of number of hours per week worked:[5]

Day classes: M=14.523
Extended Day classes: M=28.32
All classes: M=17.527

These figures should probably not be interpreted as the "average" number of hours per week worked by students because of (1) the skewedness of the distributions and (2) the extremely large standard deviations.[6] What can be gleaned from the arithmetic means are the differences between day and extended day students with respect to number of hours per week worked.

The differences which have been pointed out between day and extended day classes are interesting when examined in the light of the registrar's figures on age differences between day and extended day students. The

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[5] These means were computed from raw, ungrouped data, not from the grouped data as presented in the Statistical Summary.

[6] Mean standard deviations for number of hours per week worked as as follows:
Day classes s=16.52
Extended Day classes s=15.43
All classes s=15.64

Records Office Bulletin, No. 21, dated February 23, 1976, shows that the modal age for day students is the category 18-20, with the next highest point in the category 21-24; in contrast, the modal age for the extended day students is the category 25-34, with the next highest point in the category 35-49.[7] The picture which is gradually evolving (but is at this time incomplete) is that there may be significant differences between the day student population and the extended day student population which in turn may lead to differences in, for example, involvement in campus activities and identification with the college. These differences will be pointed out throughout this report.

Note in the Statistical Summary the category "Housewife." This was coded separately not because housewives do not in fact work several hours per week, but because an extensive literature search failed to turn up any findings on the number of hours per week put in by housewives. Estimates in the literature ranged from 40 hours per week to 99 hours per week, but these were stated clearly as being estimates rather than the results of research.[8] "Housewife" responses were therefore coded separately to avoid the introduction of a possible large error.

[7] Note that the registrar's figures are for all students, both continuing and new students, while this report contains figures only of students new to Cypress this semester.

[8] Parenthetically, it is interesting to note that there does not appear to be very much research at this time on housewives in the United States. Very little is known about how many hours they spend doing housework or caring for children, what their daily routine consists of, what their life-style is like during the day, etc. I.e., there exists an entire subculture encompassing a large part of the population about which very little is known.

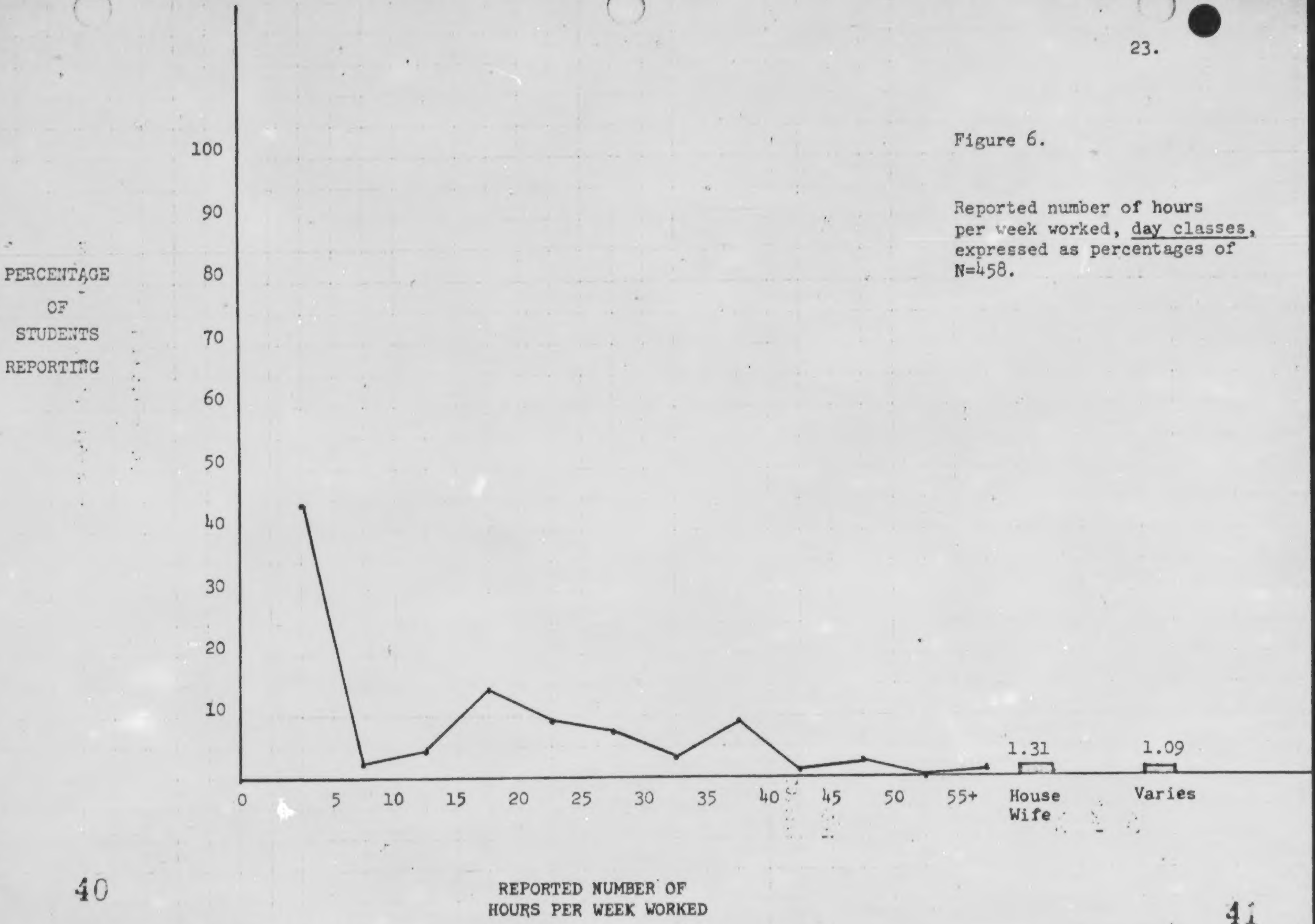


Figure 6.

Reported number of hours per week worked, day classes, expressed as percentages of N=458.

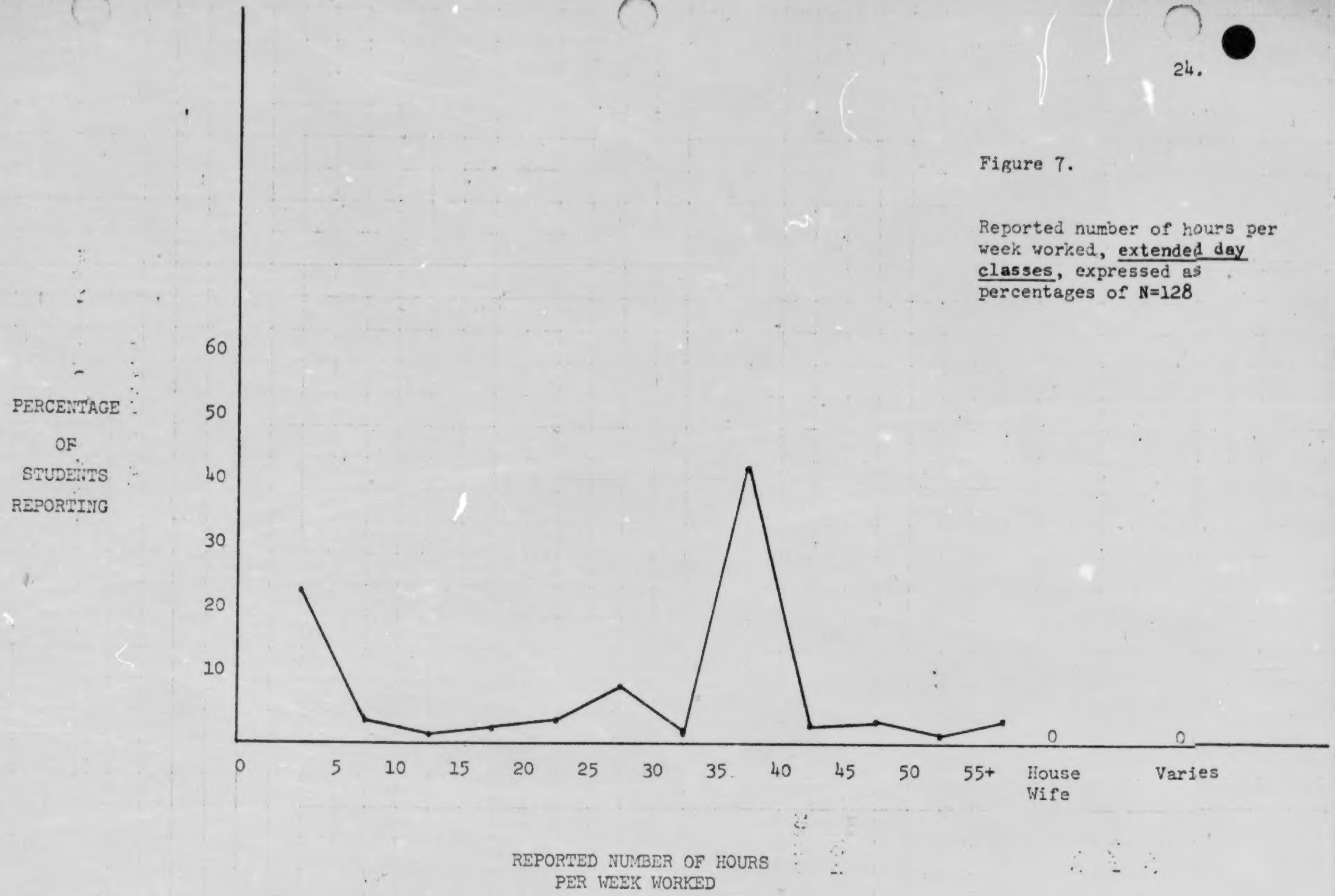


Figure 7.

Reported number of hours per week worked, **extended day classes**, expressed as percentages of N=128

42

43

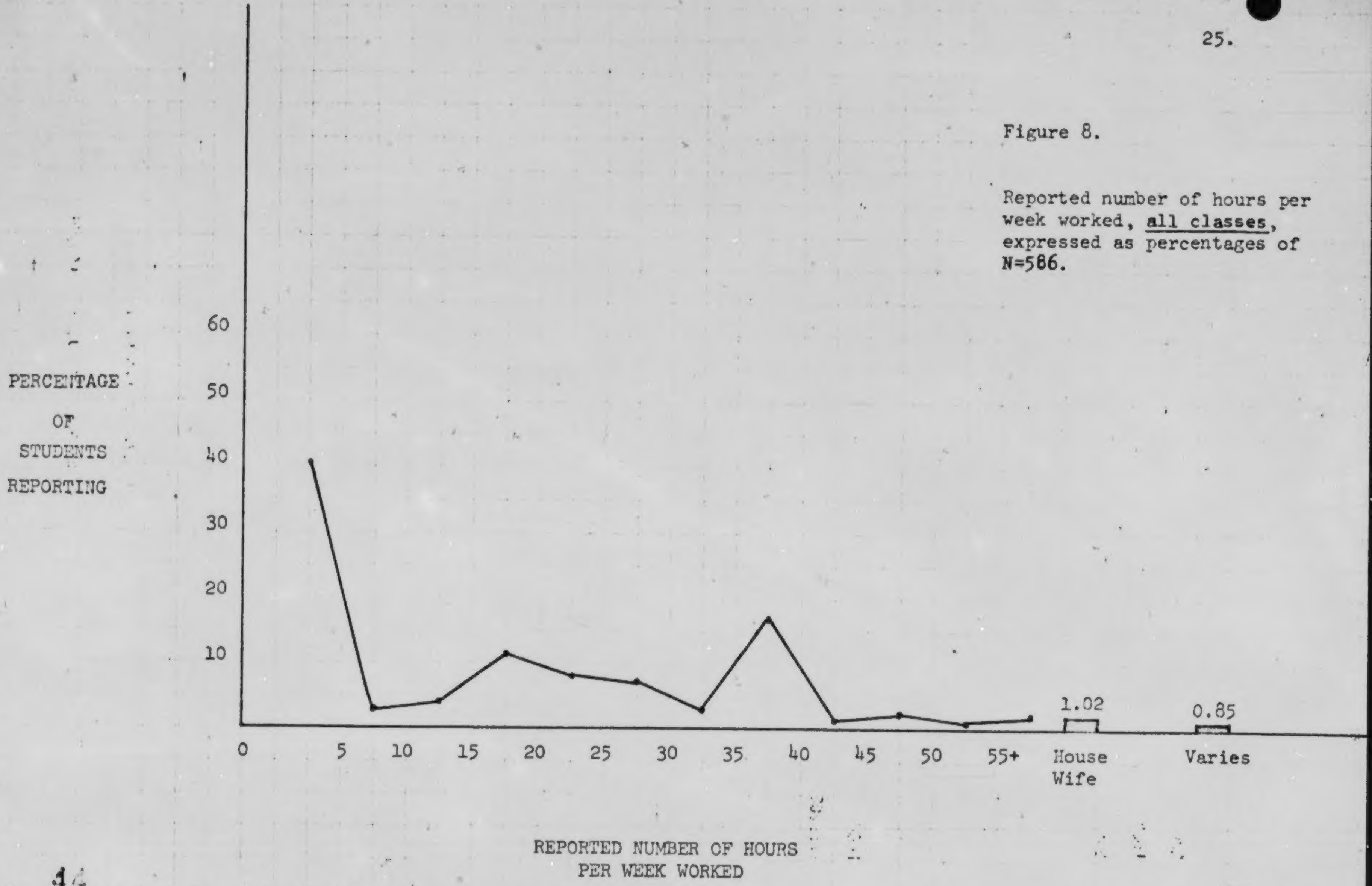


Figure 8.

Reported number of hours per week worked, all classes, expressed as percentages of N=586.

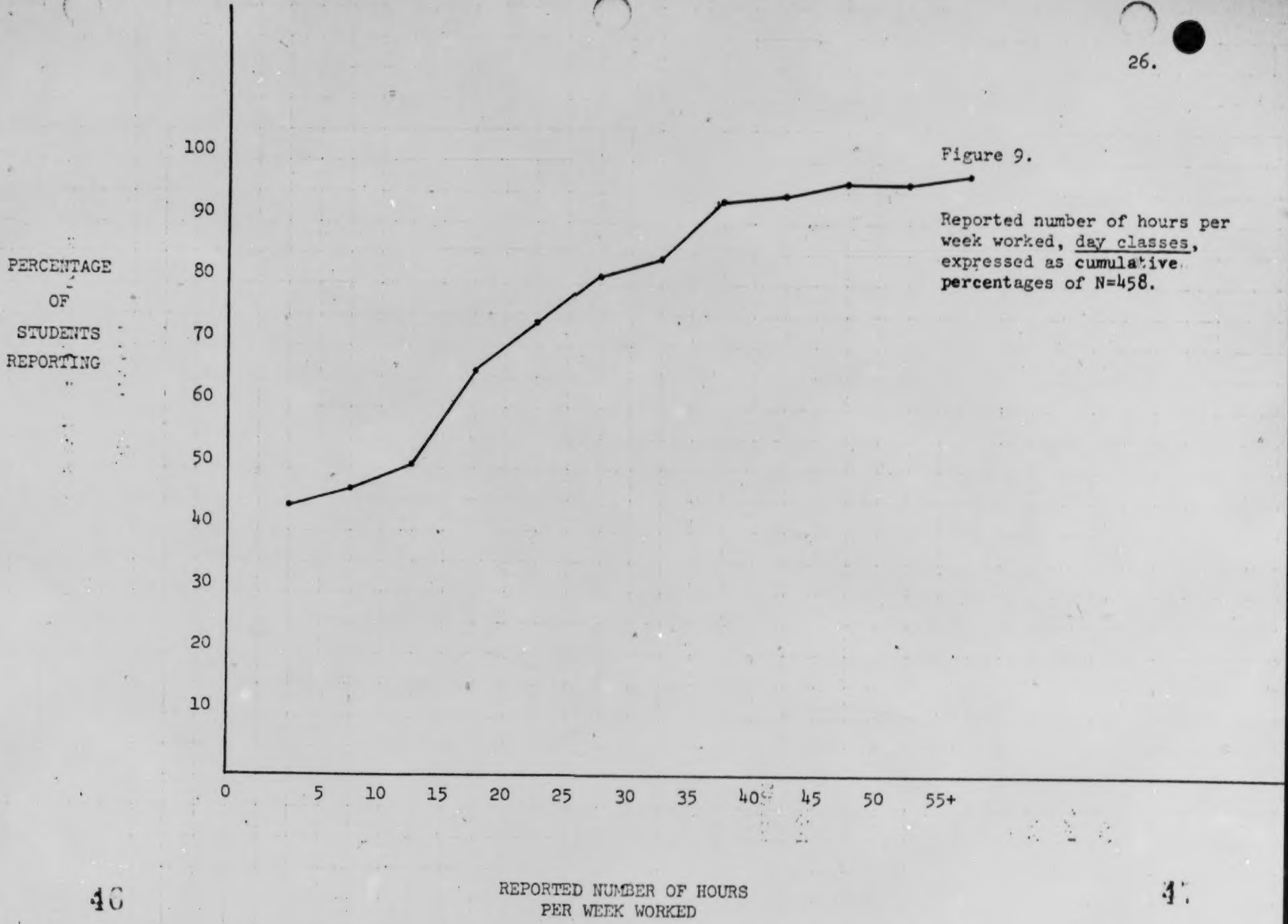


Figure 9.

Reported number of hours per week worked, day classes, expressed as cumulative percentages of N=458.

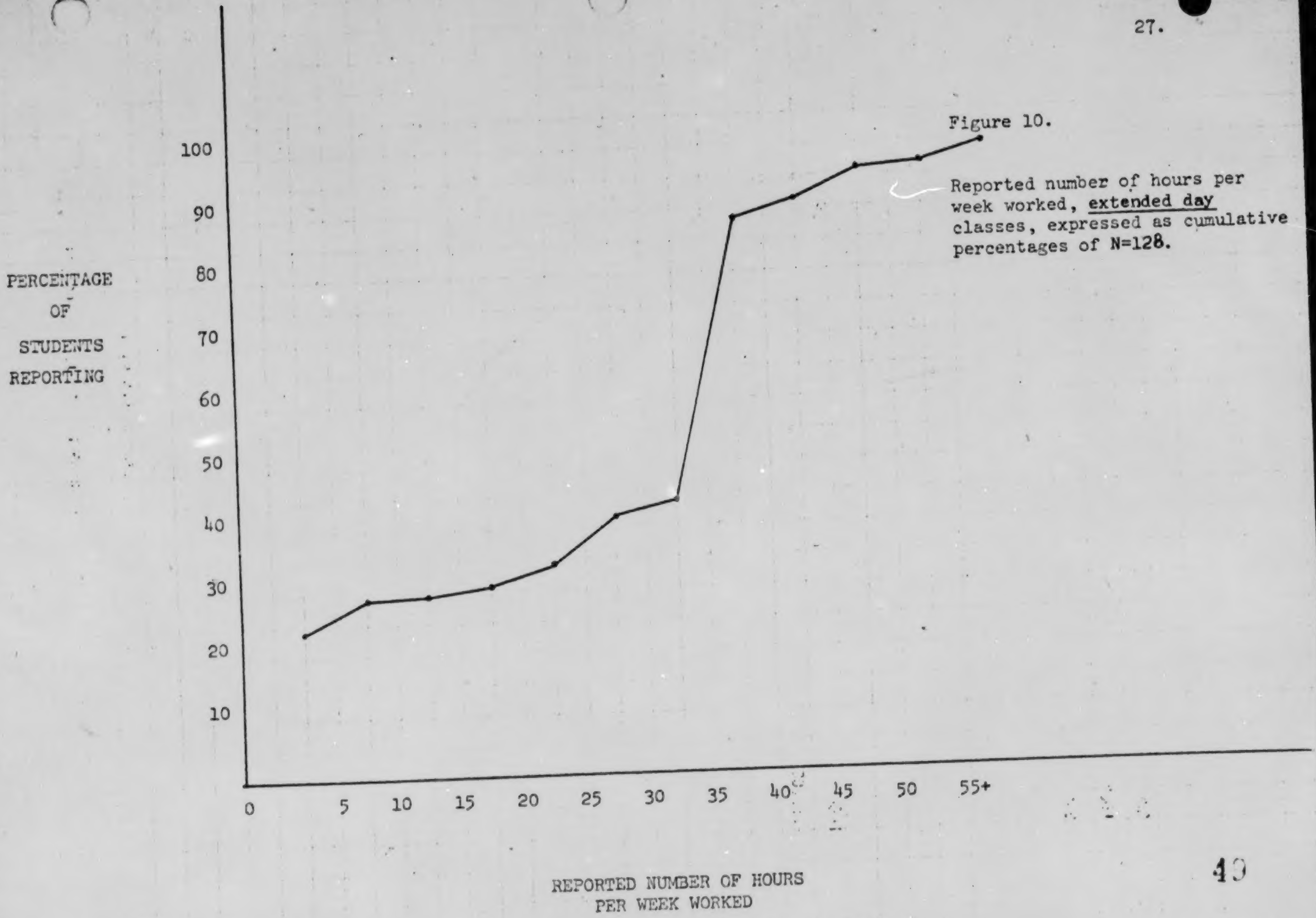


Figure 10.

Reported number of hours per week worked, **extended day** classes, expressed as cumulative percentages of N=128.

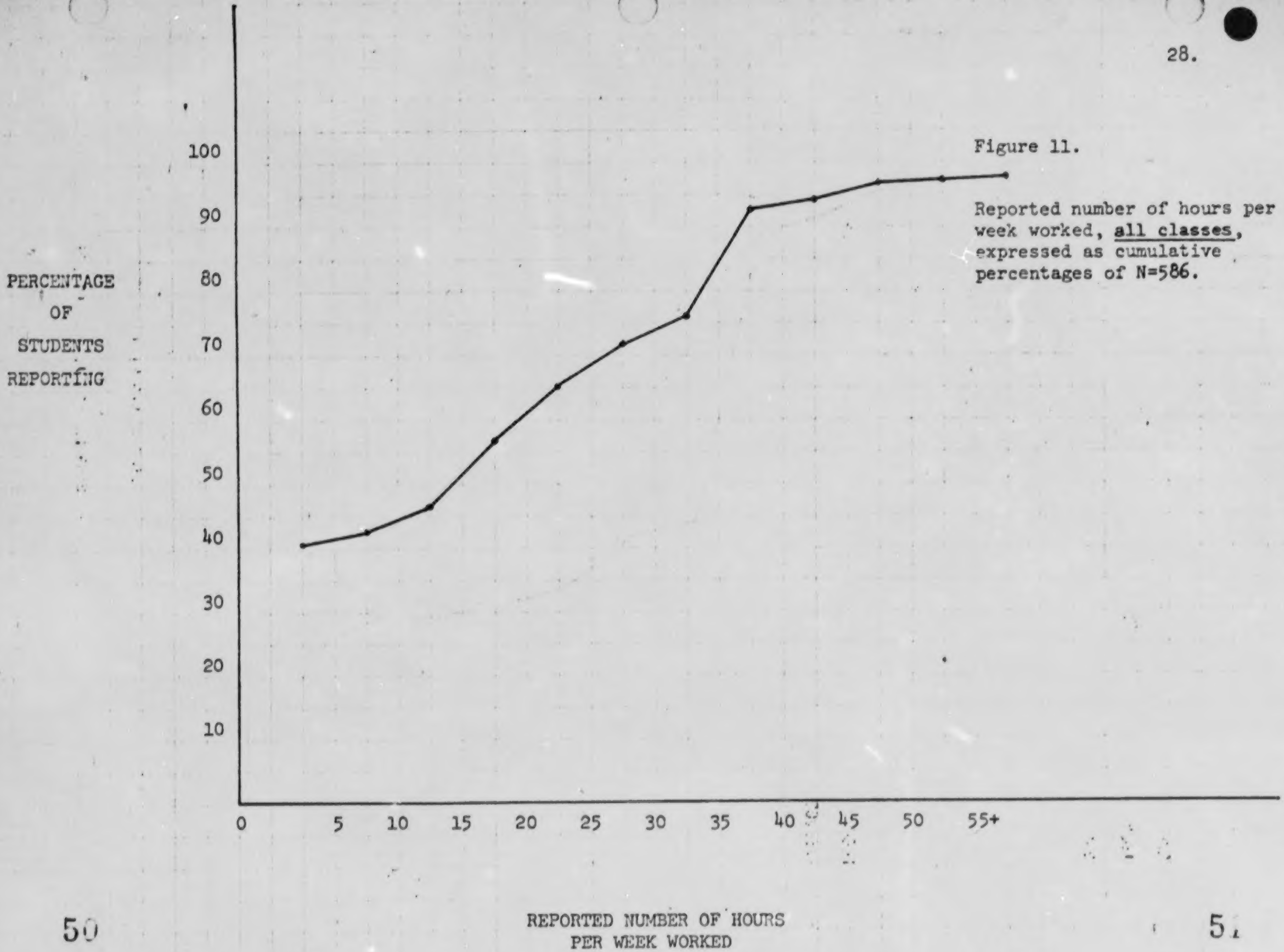


Figure 11.

Reported number of hours per week worked, all classes, expressed as cumulative percentages of N=586.

6. Reported Number of Hours in class or labs per week

Students were asked to indicate how many hours per week they spend in classes or labs by the question "I spend about __________ hours a week at school in classes or labs." The Statistical Summary on page 5 shows number of hours per week in class or labs as elicited by this question. It is assumed for purposes of this report that students were reporting the maximum possible number of hours per week spent in classes or labs rather than the actual, although since this survey was taken during either the first or second week of the semester, the maximum possible number of hours is probably close to or identical with the actual hours. That is, it is assumed that when asked this sort of a question, students will answer with the maximum number of hours that they should spend in classes or labs rather than with the actual number of hours that they do spend.

Note in the Statistical Summary the categories "No answer" and "Excessive total hours reported." In the former category, students who left the response space blank were reported as giving no answer; apparently these students misread the question. In the latter category, "Excessive total hours reported," students were assumed to have overestimated the number of hours spent in classes or labs if they reported that they worked a large number of hours per week and spent a large number of extra hours per week on campus. That is, there were three questions concerning the number of hours a student spend in various activities (work, hours in class or labs, extra hours on campus), and if a student reported, for example, that he or she worked 40 hours a week, spent 35 hours a week in class or labs, and spent 20 hours a week on campus aside from classes and labs, it was assumed that this student had overestimated the latter two. The number of hours per week worked was assumed to be correct by virtue of the fact that people in general know exactly how many hours per week they work.

Figures 12-14 show the reported number of hours per week spent in classes or labs expressed as percentages. The shapes of the frequency polygons again point up the differences between students in day classes and in extended day classes. Note that the curve for the day classes is modal at 12-15 hours per week, but that the categories 9-12 hours per week and 15-18 hours per week have almost as many responses. In contrast, the polygon for the extended day classes is modal at 9-12 hours per week, and note both the steep rise to that mode and the sharp drop-off from it. What this means is that day students are more or less evenly distributed from 9-18 hours per week, while the extended day students tend to be concentrated between 9-12 hours per week. Another measure of the difference between day and extended day students can be seen in the arithmetic means for the two groups:

Day classes: M=15.028
Extended day classes: M=11.42

(Again these means must be interpreted with caution because of slight skewedness of the curves, although in this case, the standard deviations indicate less dispersion from the means than was the case with the number of hours per week worked.[9]) These differences between day and extended day students are emphasized throughout this report because of the possibility that the two categories may not be comparable with respect to House Plan phenomena.

[9] Mean standard deviation for hours in classes and labs are as follows:
Day classes:
Extended day classes:
All classes:

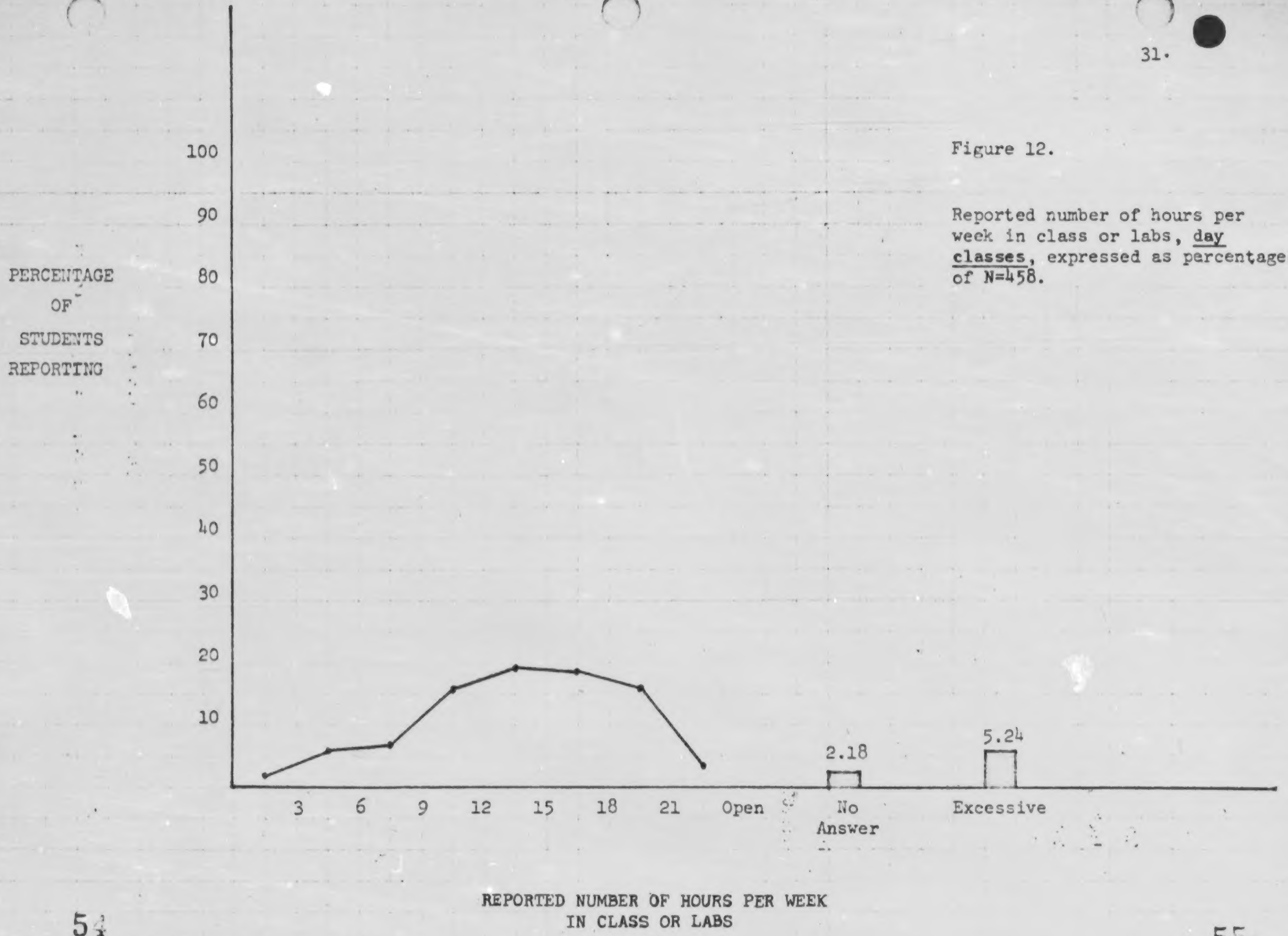


Figure 12.

Reported number of hours per week in class or labs, __day classes__, expressed as percentages of N=458.

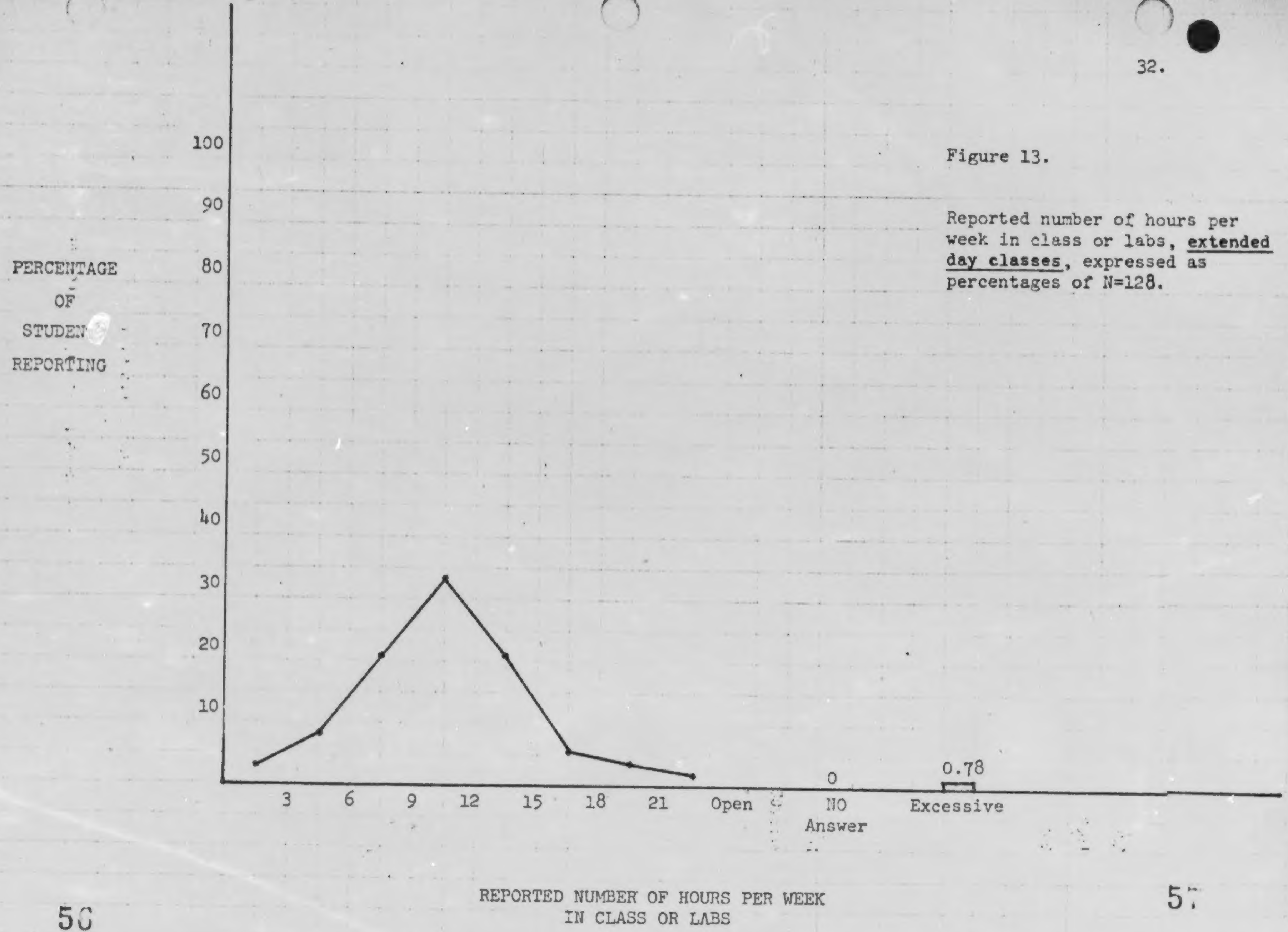


Figure 13.

Reported number of hours per week in class or labs, **extended day classes**, expressed as percentages of N=128.

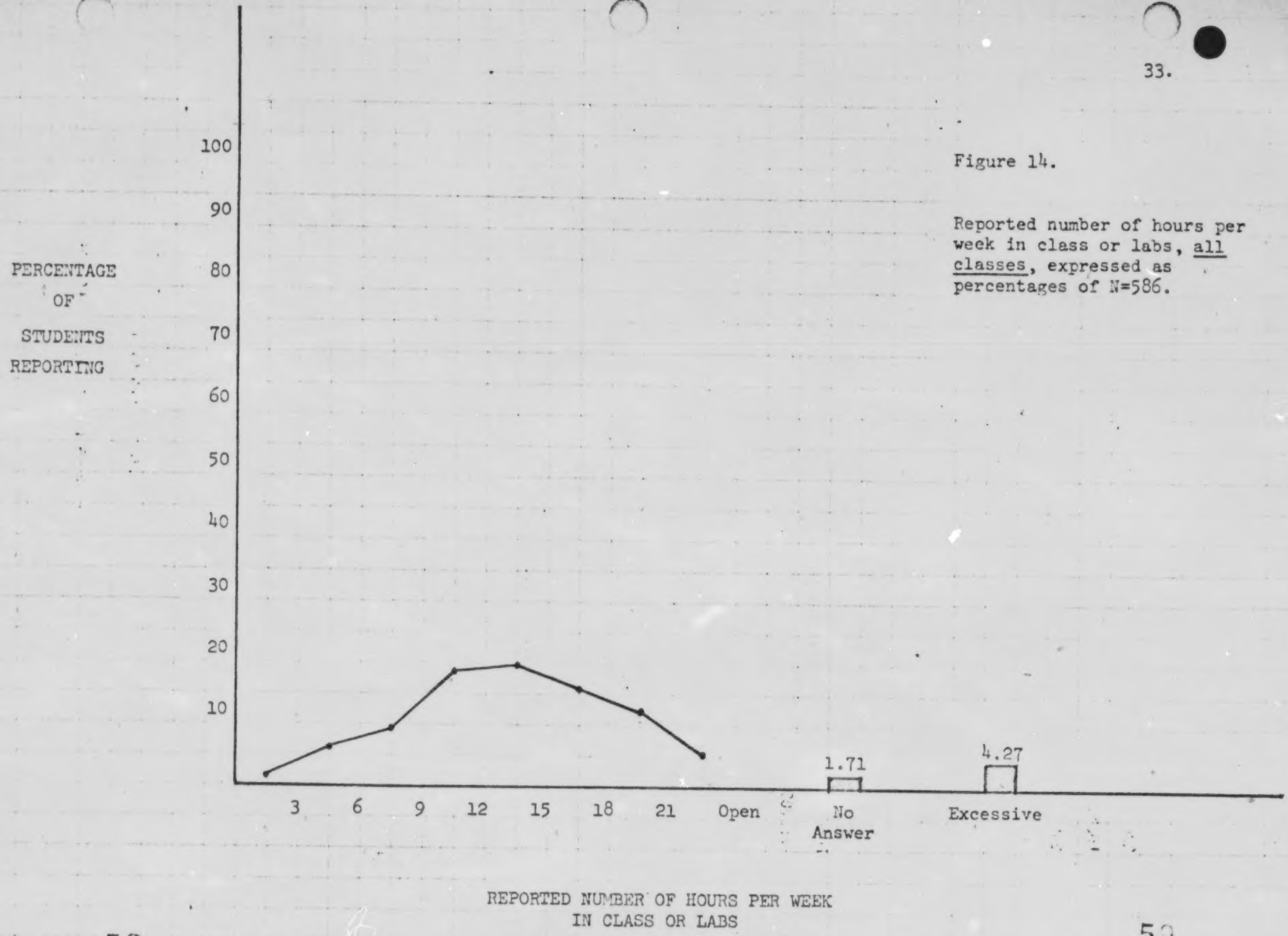


Figure 14.

Reported number of hours per week in class or labs, all classes, expressed as percentages of N=586.

7. Reported Number of Extra Hours on Campus per Week

Students were asked to indicate how many hours per week they spent on campus aside from class or lab hours through the question, "I spent about _________hours a week at school aside from the time I spend in classes or labs." The Statistical Summary on page 6 shows number of extra hours per week spent on campus as elicited by this question. This question was coded in conjunction with the just-prior question "I spent about _______hours a week at school in classes or labs." If a student failed to answer the question about class hours, his or her response to extra hours on campus was coded as "No class hours reported," regardless of what appeared in the response space for extra hours on campus. For example:

> I spend about _____ hours a week at school in classes or labs.
>
> I spend about _____ hours a week at school aside from the time I spend in classes or labs.

If a student left the first question blank, then whatever his or her response was to the second question, this second question was coded as "No class hours reported," by virtue of the fact that the student had apparently misread the question. These sorts of responses, in which no class hours were reported but extra hours on campus may have been reported, are all included in the category "No class hours reported" in the Statistical Summary. Note also in the Statistical Summary the category "Excessive total hours reported." A response was placed in this category if a student reported a large number of hours per week worked and a large number of hours per week spent in classes and labs and a large number of extra hours per week spent on campus. It was assumed that the student had overestimated the number of extra hours spent on campus. Note further the category "Misread question" in the Statistical Summary. A response was placed in this category if a student reported a larger number of extra hours spent on campus than the number of hours spent in classes or labs.[10] It was assumed that he or she had read the question "I spend about _____ hours a week at school aside from the time I spend in classes or labs" to mean "I spend about _____ total hours a week at school." That is, in some cases, students had apparently added together class hours and extra hours and placed this total in the response space. Because this is merely an assumption, however, these answers were nonetheless coded separately.

Figures 15-20 show the data for this question in graph form. Figures 15-17 show the percentages in bar graphs, while figures 18-20 show the data as frequency polygons. Of interest is the fact that all curves have negative slope; i.e., f(x)=percentage of students reporting has its largest value at the category 0-1.9 and always decreases thereafter, with the largest drop-off occuring between the categories 0-1.9 and 2-3.9 (these segmental slopes are shown in figures 18-20). What this means is that as the number of extra hours on campus increases, the percentage of students drops off sharply at first, and then more gradually. Note further that the slopes are steeper for the extended day classes than for the day classes; i.e., the drop-off of percentage of students reporting is quite a bit steeper for the extended day classes then for the day classes. What this means is that as the reported number of extra hours on campus per week increases, the percentage of students declines, and this decline is more rapid for students in extended day classes than for students in day

[10] It is of course entirely possible for a student to spend more extra curricular hours on campus than he does class hours, but the assumption here is that students in their first or second week of college would generally not do so.

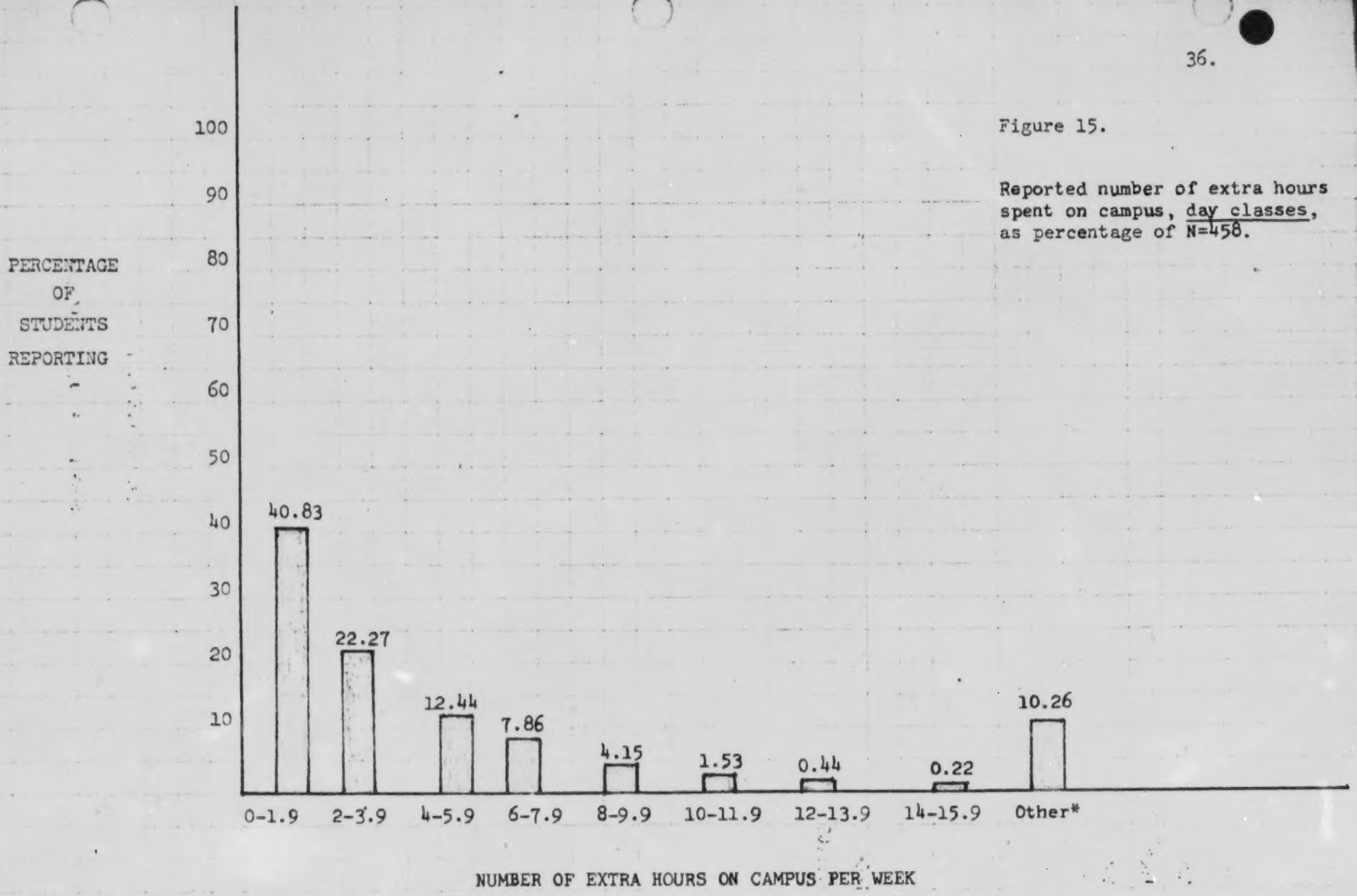


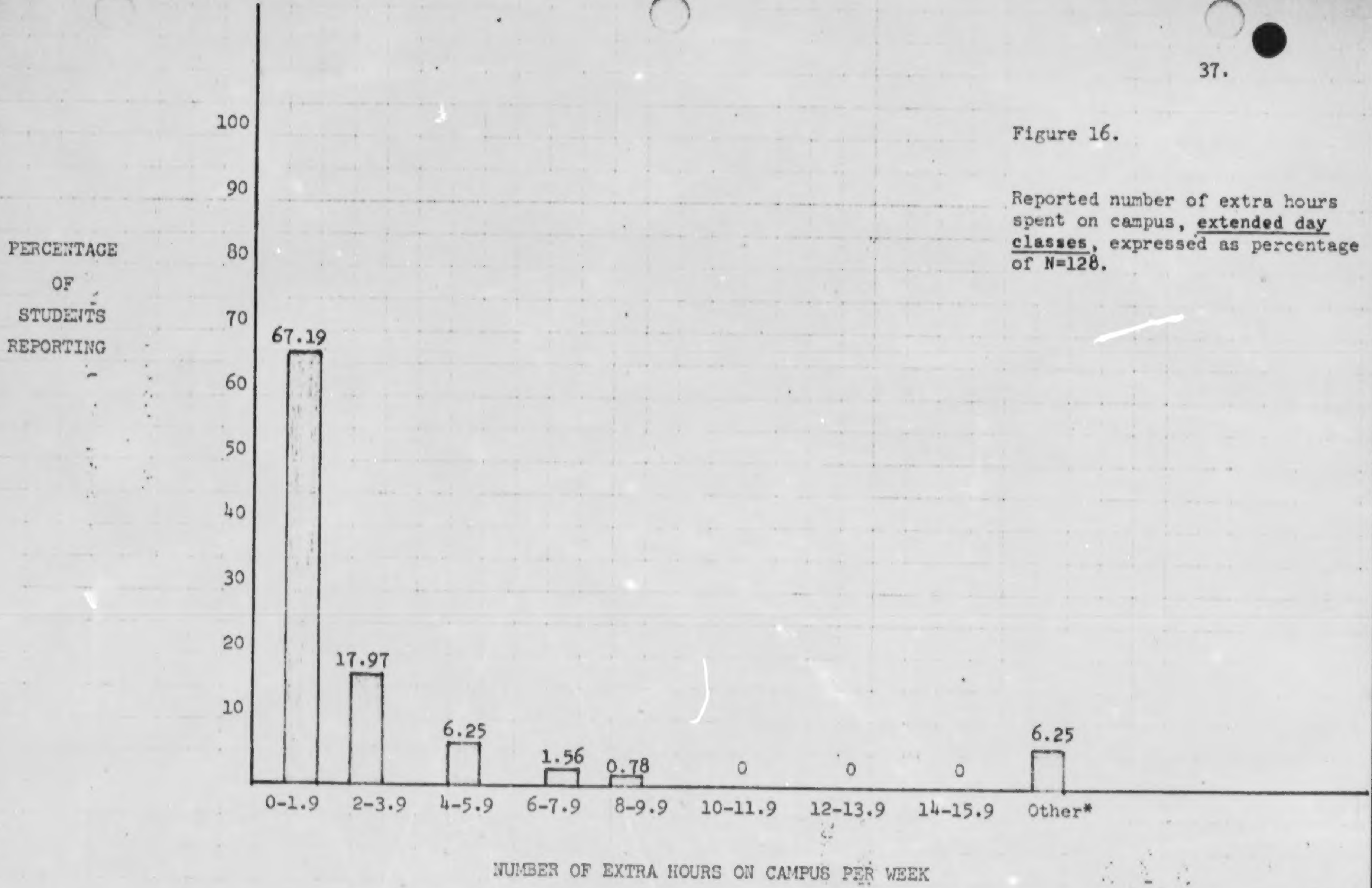
Figure 15.

Reported number of extra hours spent on campus, day classes, as percentage of N=458.

*Includes the categories "No class hours reported," "Excessive total hours reported", and "Misread question."

Figure 16.

Reported number of extra hours spent on campus, **extended day classes**, expressed as percentage of N=128.



*Includes categories "No class hours reported," "Excessive total hours reported," and "Misread question."

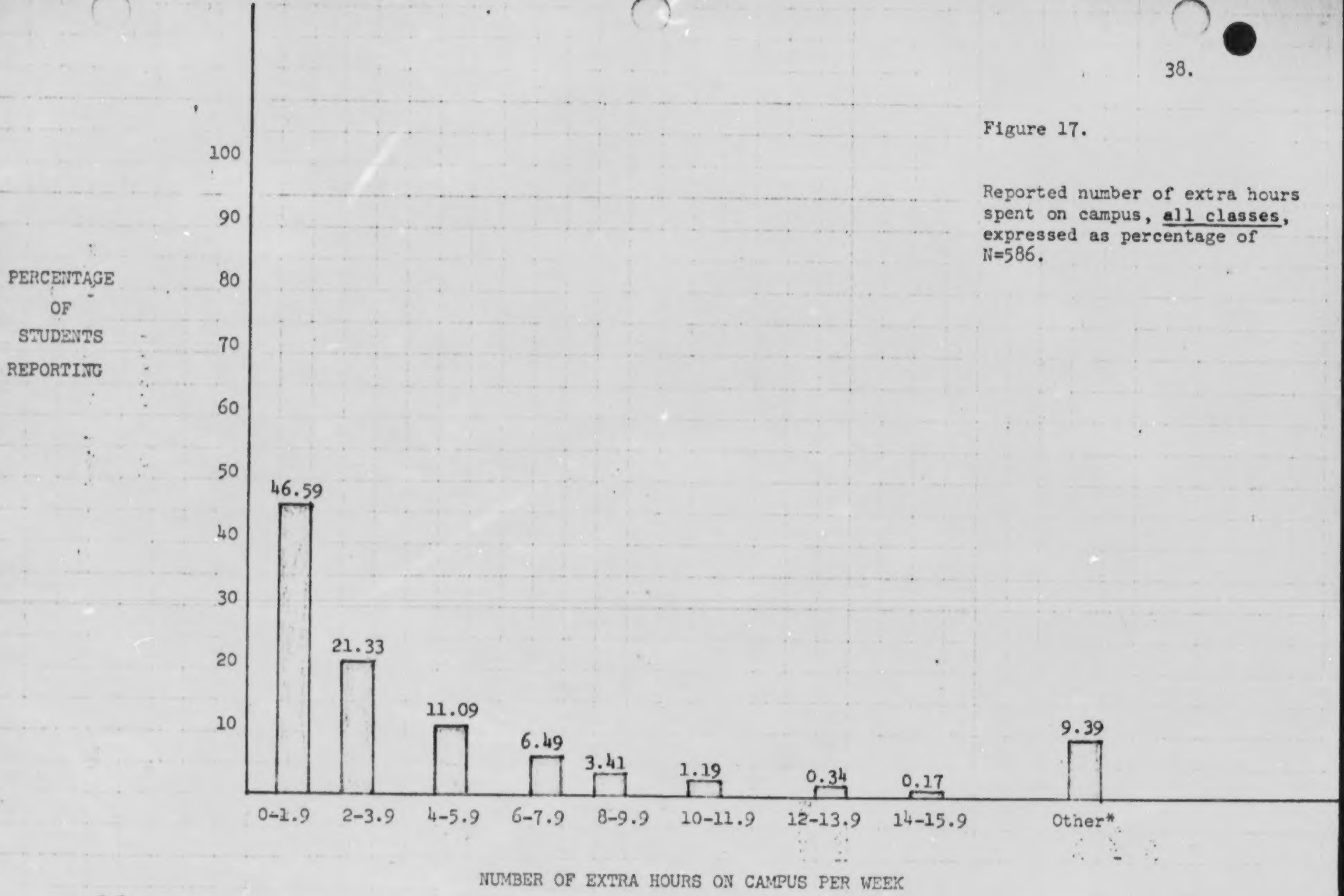


Figure 17.

Reported number of extra hours spent on campus, all classes, expressed as percentage of N=586.

66

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

67

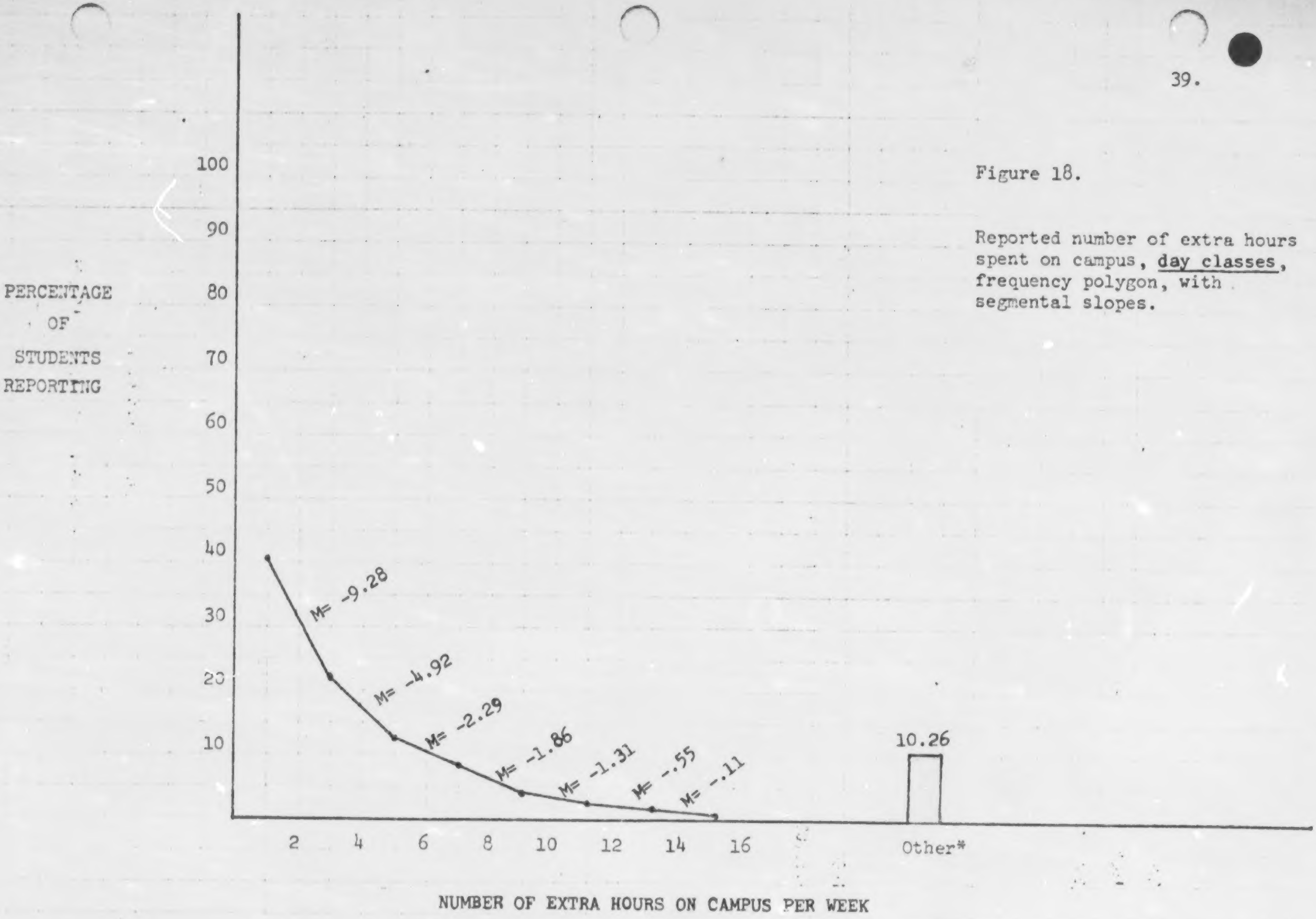


Figure 18.

Reported number of extra hours spent on campus, day classes, frequency polygon, with segmental slopes.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

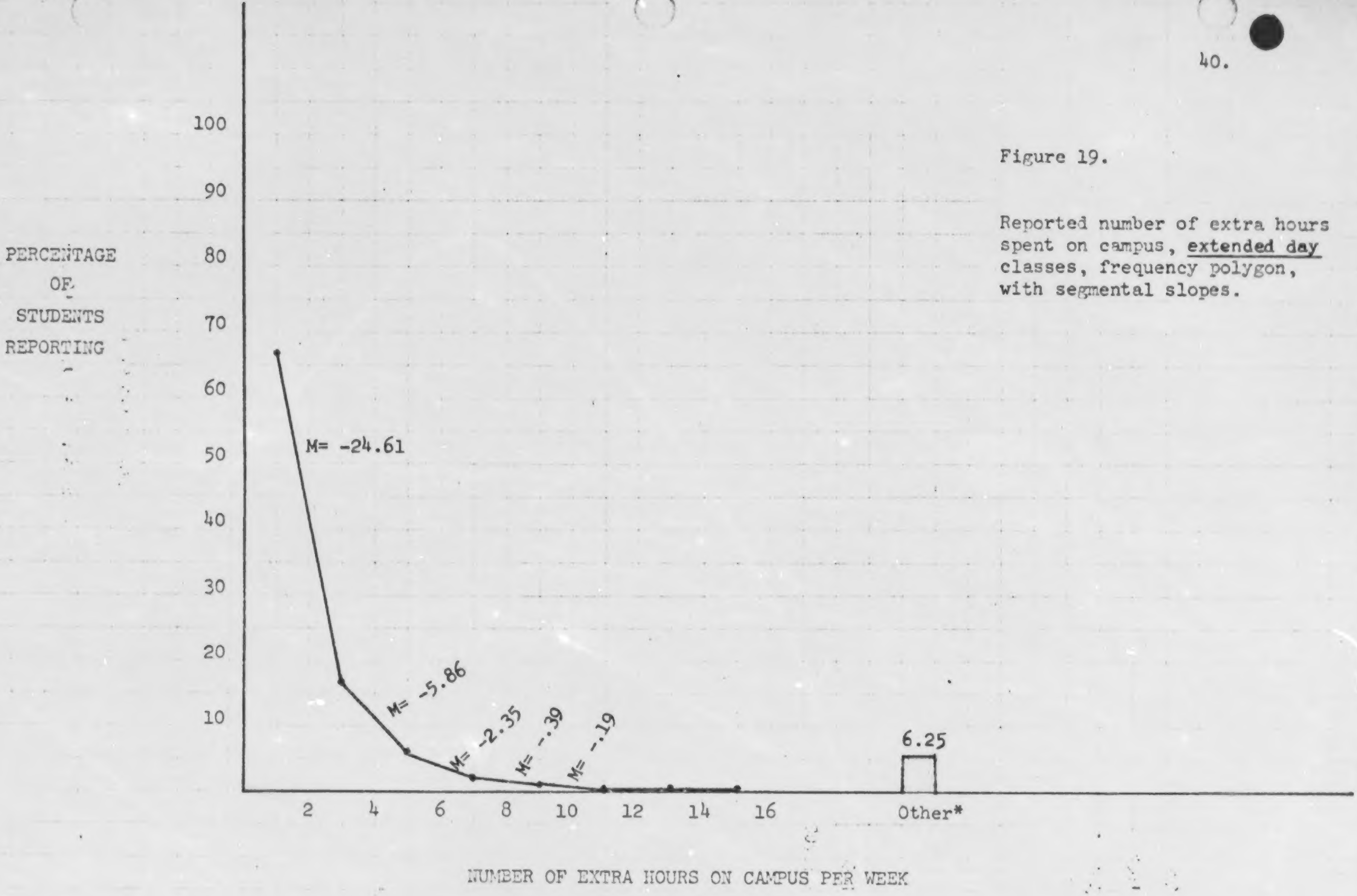


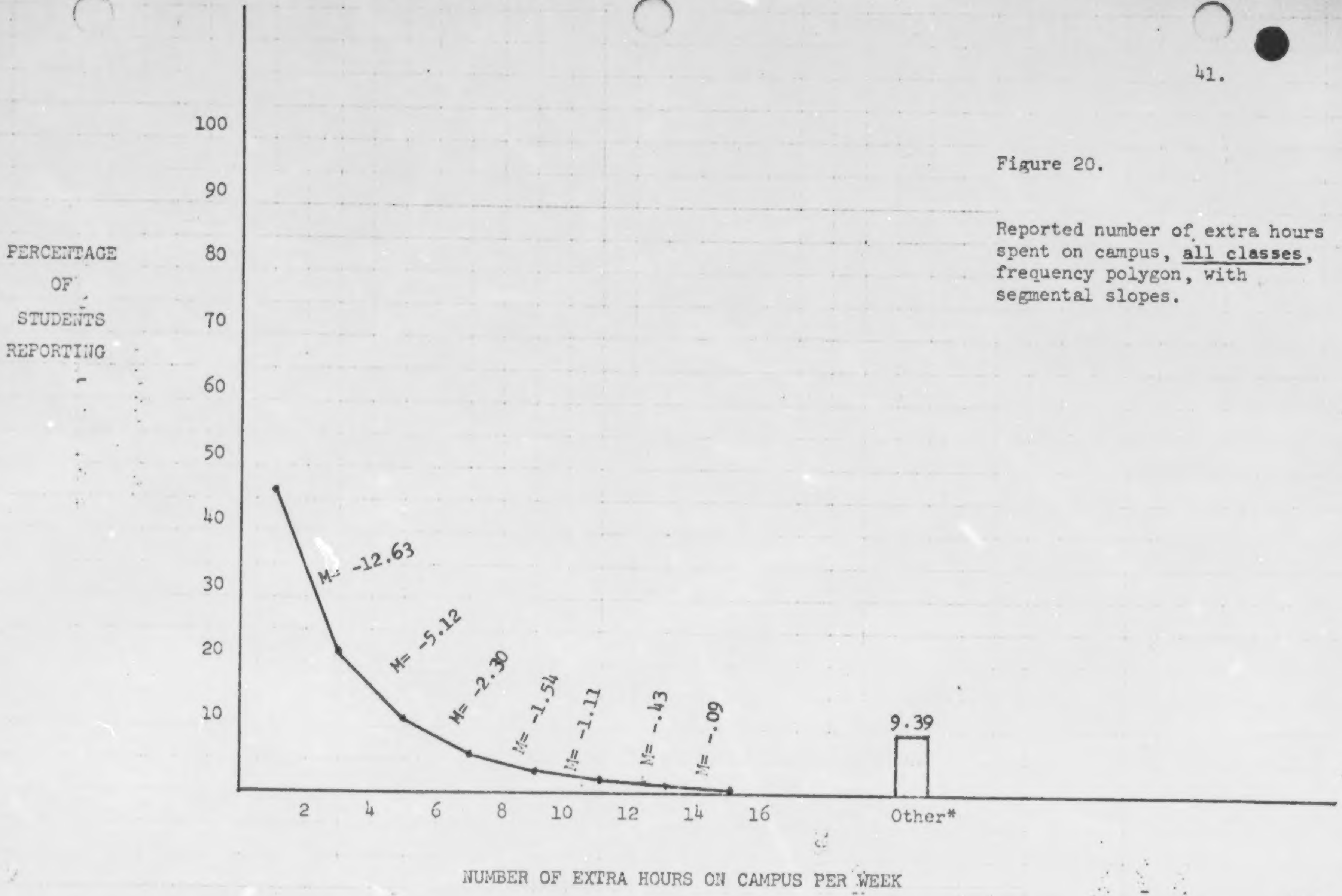
Figure 19.

Reported number of extra hours spent on campus, extended day classes, frequency polygon, with segmental slopes.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 20.

Reported number of extra hours spent on campus, **all classes**, frequency polygon, with segmental slopes.



*Includes the categories "No class hours reported," "Excessive total hours reported", and "Misread question."

classes. This difference also shows up in the means:

Day classes	M=2.293
Extended day classes	M=1.012
All classes	M=2.011

(Again, because of the fact that the distributions are extremely negatively skewed, these means must be interpreted with extreme care.[11])

Because of the possibility that too much information might be lost by the use of large interval sizes, a further breakdown was done for the intervals 0-1.9 and 2-3.9:

Day classes: (N=289)

0 hours	158	(34.50% of 458)
1/2 hours	2	(0.44% of 458)
1 hours	24	(5.24% of 458)
1-1/2 hours	3	(0.66% of 458)
2 hours	54	(11.79% of 458)
2-1/2 hours	2	(0.44% of 458)
3 hours	46	(10.04% of 458)
	289	63.11% of 458

Extended day classes (N=109)

0 hours	75	(58.59% of 128)
1/2 hours	1	(0.78% of 128)
1 hours	9	(7.03% of 128)
1-1/2 hours	1	(0.78% of 128)
2 hours	16	(12.50% of 128)
2-1/2 hours	0	(0.00% of 128)
3 hours	7	(5.47% of 128)
	109	85.15% of 128

All classes (N=398)

0 hours	233	(39.76% of 586)
1/2 hours	3	(0.51% of 586)
1 hours	33	(5.63% of 586)
1-1/2 hours	4	(0.68% of 586)
2 hours	70	(11.95% of 586)
2-1/2 hours	2	(0.34% of 586)
3 hours	53	(9.04% of 586)
	398	67.91% of 586

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[11] Standard deviations for reported number of extra hours on campus are as follows:

Day classes s=
Extended day classes s=
All classes s=

These figures as percentages are presented in graph form in figures 21-23. The information gained by this further breakdown is that in all three cases (day classes, extended day classes, and all classes), the largest category is 0 hours, followed by 2 hours.[12] Note also that whereas the distributions for the larger intervals (Figures 18-20) show a constantly decreasing slope, the graphs of the smaller intervals show a positive slope between the interval categories of 1 hour and 2 hours. This is true for day, extended day, and all classes. This means that if a student does spend extra time on campus, it is more likely that he or she will spend 2 hours rather than 1 hour.

We shall now look at three factors in relation to extra hours on campus to see which, if any, of the three factors affect the number of extra hours spent on campus. These three factors and (1) reported House membership, (2) reported number of hours per week worked, and (3) reported number of hours spent in classes and labs per week.

(1) Reported House membership. Figures 24-26 are charts of extra hours spent on campus, broken down by students' reported House membership. Figures 27-38 show these percentages in graph form for the day classes.[13] Note that in general with very few exceptions, the distributions have negative slope; i.e., as the number of extra hours on campus increases,

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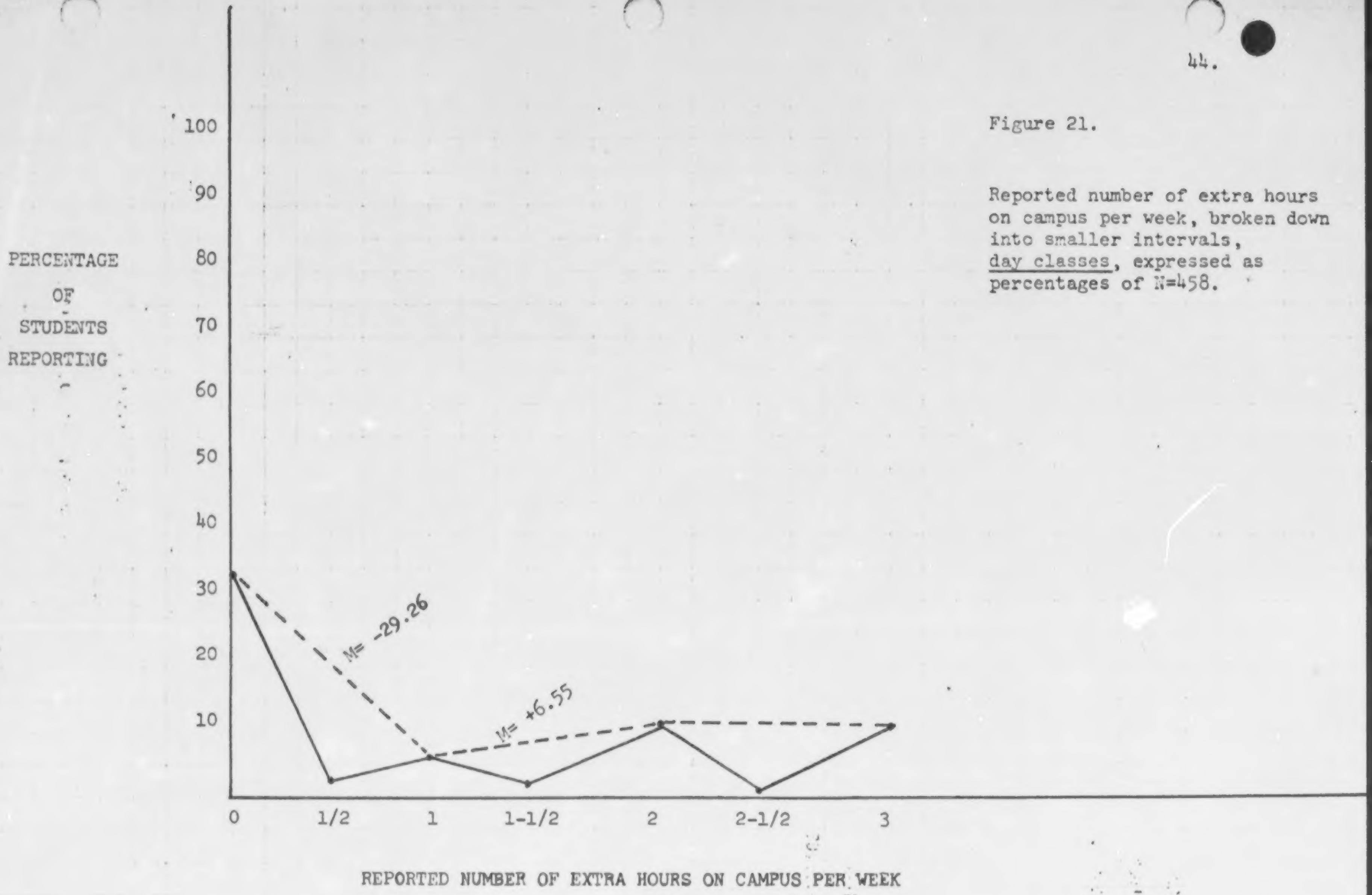
[12] The low frequencies of 1/2, 1-1/2, and 2-1/2 hours are apparently due to a linguistic norm which prescribes that hours reported should be whole hours.

[13] Because of the very low numbers of students reporting Schweitzer or Thorpe House membership, graphs for these Houses are not shown (although the data are presented in the tables in Figures 24-26). This is because the interpretability of percentages becomes questionable with very low numbers.

Figure 21.

Reported number of extra hours on campus per week, broken down into smaller intervals, day classes, expressed as percentages of N=458.



(Broken lines indicate distribution when half-hours are plotted; solid lines indicate distribution when only whole hours are plotted. All slopes are along the solid-line distribution.)

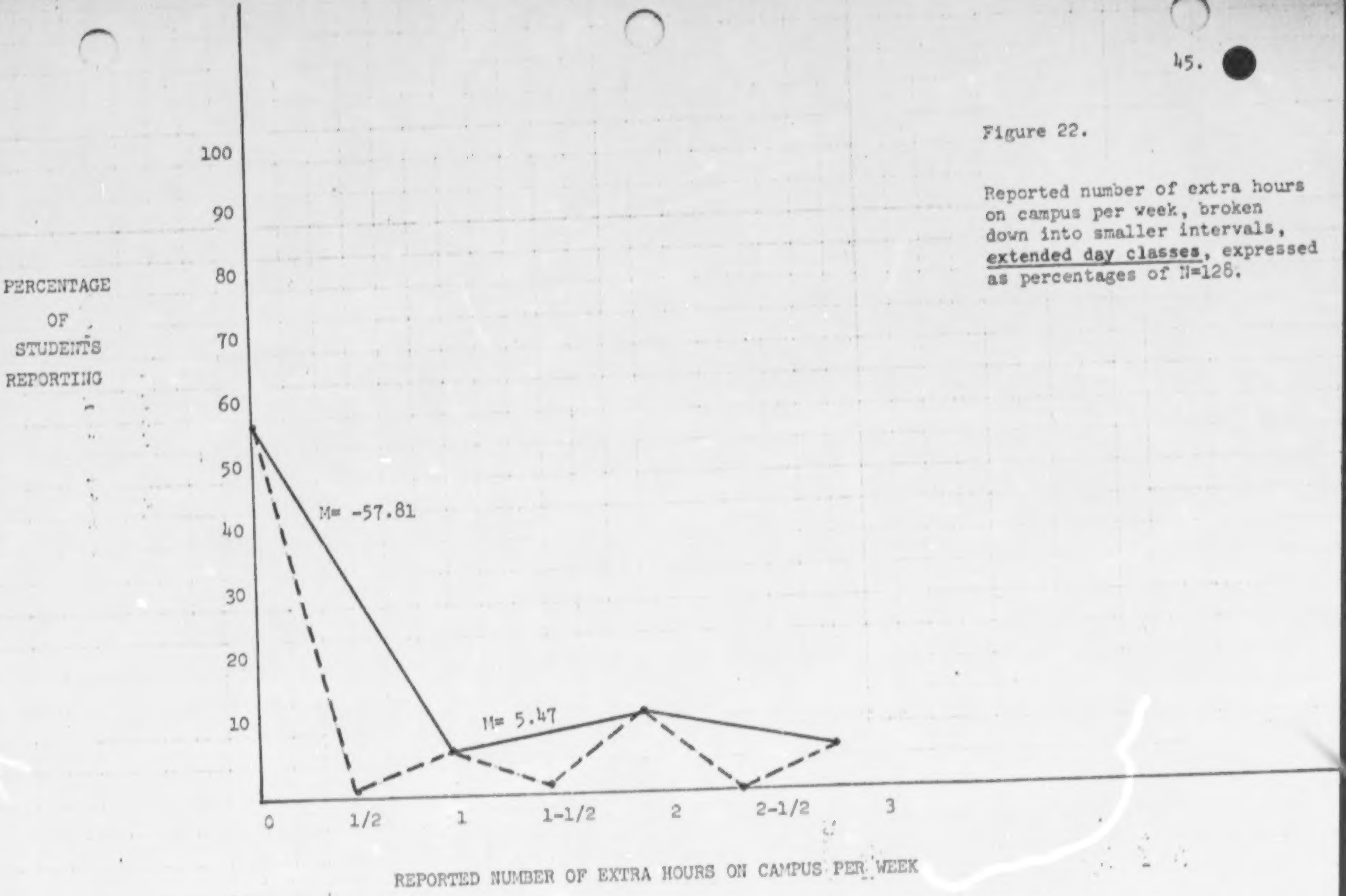


Figure 22.

Reported number of extra hours on campus per week, broken down into smaller intervals, **extended day classes**, expressed as percentages of N=128.

(Broken lines indicate distribution when half-hours are plotted; solid lines indicate distribution when only whole hours are plotted. All slopes are along the solid-hour distribution.)

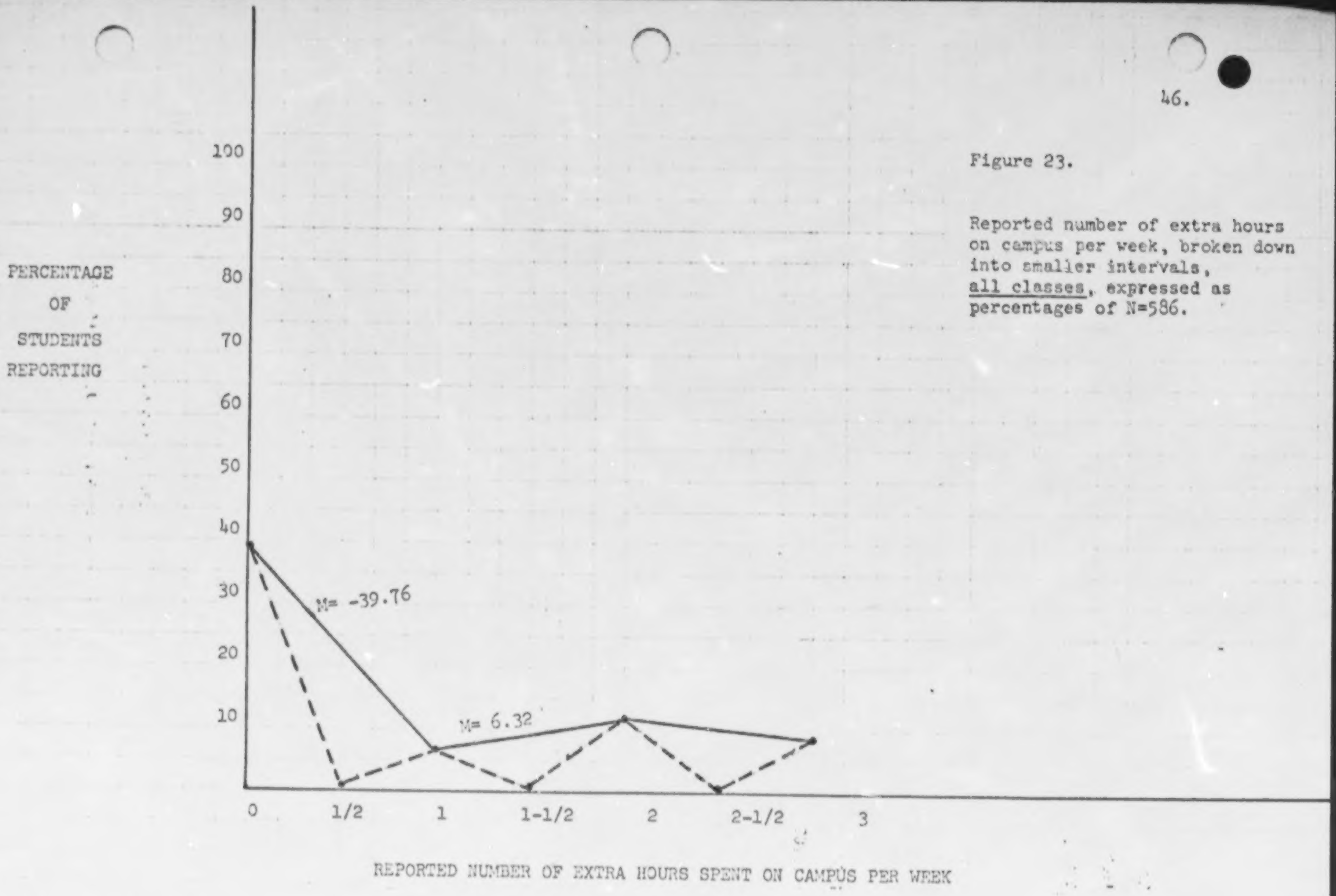


Figure 23.

Reported number of extra hours on campus per week, broken down into smaller intervals, all classes, expressed as percentages of N=586.

(Broken lines indicate distribution when half-hours are plotted; solid lines indicate distribution when only whole hours are plotted. All slopes are along the solid-hour distribution.)

the number of students decreases. Note further that all distributions are modal in the 0-1.9 hours category; i.e., the single largest category for all Houses is the 0-1.9 category.

Again for the day classes, Bernstein House shows the lowest percentage of students in the 0-1.9 hours category and therefore the highest percentage of students who spent more than 1.9 extra hours on campus per week (see Figures 27 and 28), while Carnegie House [14] shows the highest percentage of students reporting that they spend 0-1.9 hours on campus per week (see Figures 35 and 36). Note further that with respect to the first two segmental slopes in each distribution (i.e., those slopes which express the rate of change between the categories 0-1.9 hours 2-3.9 hours and between 2.39 hours - 4.59 hours), that Bernstein House shows the smallest two initial slopes, taken together, while Carnegie and Edison show the largest two initial slopes, taken together. What this means is that the rate of drop-off is "gentler" for Bernstein House and steepest for Carnegie and Edison House. That is, those students reporting Bernstein House membership have the highest percentage of students who stay on campus for any amount of time and also have the lowest rate of drop-off as the number of extra hours spent on campus increases. This difference between Bernstein House and the other Houses can perhaps be better intuitively grasped by a comparison between the frequency polygons for the individual Houses and the frequency polygon for all Houses combined (Figure 18). Note the "flatness" of the Bernstein House distribution in comparison to the general distribution.

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[14] Thorpe and Schweitzer are not included in this and the following discussion because of the low numbers (see footnote 13).

ALL DAY --- EXTRA HOURS ON CAMPUS BY HOUSE

	EINSTEIN	BERNSTEIN	MUIR-TWAIN	EDISON	THORPE	SCHWEITZER	CARNEGIE	HOUSE?
0-1.9	18 31.03	11 24.44	30 38.46	36 45.00	7 53.85	13 44.83	51 47.66	19 42.22
2-3.9	17 29.31	9 20.00	18 23.08	20 25.00	1 7.69	6 20.69	21 19.63	10 22.22
4-5.9	7 12.07	7 15.56	10 12.82	8 10.00	0	4 13.79	15 14.02	6 13.33
6-7.9	5 8.62	8 17.78	4 5.13	5 6.25	3 23.08	3 10.34	5 4.67	3 6.67
8-9.9	3 5.17	3 6.67	5 6.41	2 2.50	0	1 3.45	3 2.80	2 4.44
10-11.9	0	3 6.67	2 2.56	1 1.25	0	0	1 0.93	0
12-13.9	1 1.72	1 2.22	0	0	0	0	0	0
14-15.9	0	0	1 1.28	0	0	0	0	0
No Class	1 1.72	1 2.22	2 2.56	3 3.75	0	0	2 1.87	1 2.22
Excess	3 5.17	1 2.22	2 2.56	2 2.50	1 7.69	1 3.45	4 3.73	1 2.22
Misread	3 5.17	1 2.22	4 5.13	3 3.75	1 7.69	1 3.45	5 4.67	3 6.67
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Figure 24.

Number of reported extra hours spent on campus, broken down by House membership, **day classes**, expressed as raw data and below in parentheses as percentages of total reported House membership for day classes. N=458.

ALL NIGHT --- EXTRA HOURS ON CAMPUS BY HOUSE

	EINSTEIN	BERNSTEIN	MUIR-TWAIN	EDISON	THORPE	SCHWEITZER	CARNEGIE	HOUSE?
0-1.9	0	5 41.67	15 78.94	7 58.33	2	2	13 59.09	35 77.78
2-3.9	0	4 33.33	2 10.53	2 16.67	0	3	5 22.73	7 15.56
4-5.9	0	0	1 5.26	2 16.67	0	0	1 4.55	1 2.22
6-7.9	0	0	0	0	0	0	1 4.55	1 2.22
8-9.9	1	0	0	0	0	0	0	0
10-11.9	0	0	0	0	0	0	0	0
12-13.9	0	0	0	0	0	0	0	0
14-15.9	0	0	0	0	0	0	0	0
No Class	0	0	0	0	0	0	0	0
Excess	0	2	0	0	0	0	1	0
Misread	0	1	1	1 8.33	0	0	1	1 2.22
	-	100.00	100.00	100.00	-	-	100.00	100.00

Figure 25.

Number of reported extra hours spent on campus, broken down by House membership, **extended day classes**, expressed as raw data and below as percentages of total reported House membership for extended day classes. N=128.

ALL CLASSES --- EXTRA HOURS ON CAMPUS BY HOUSE

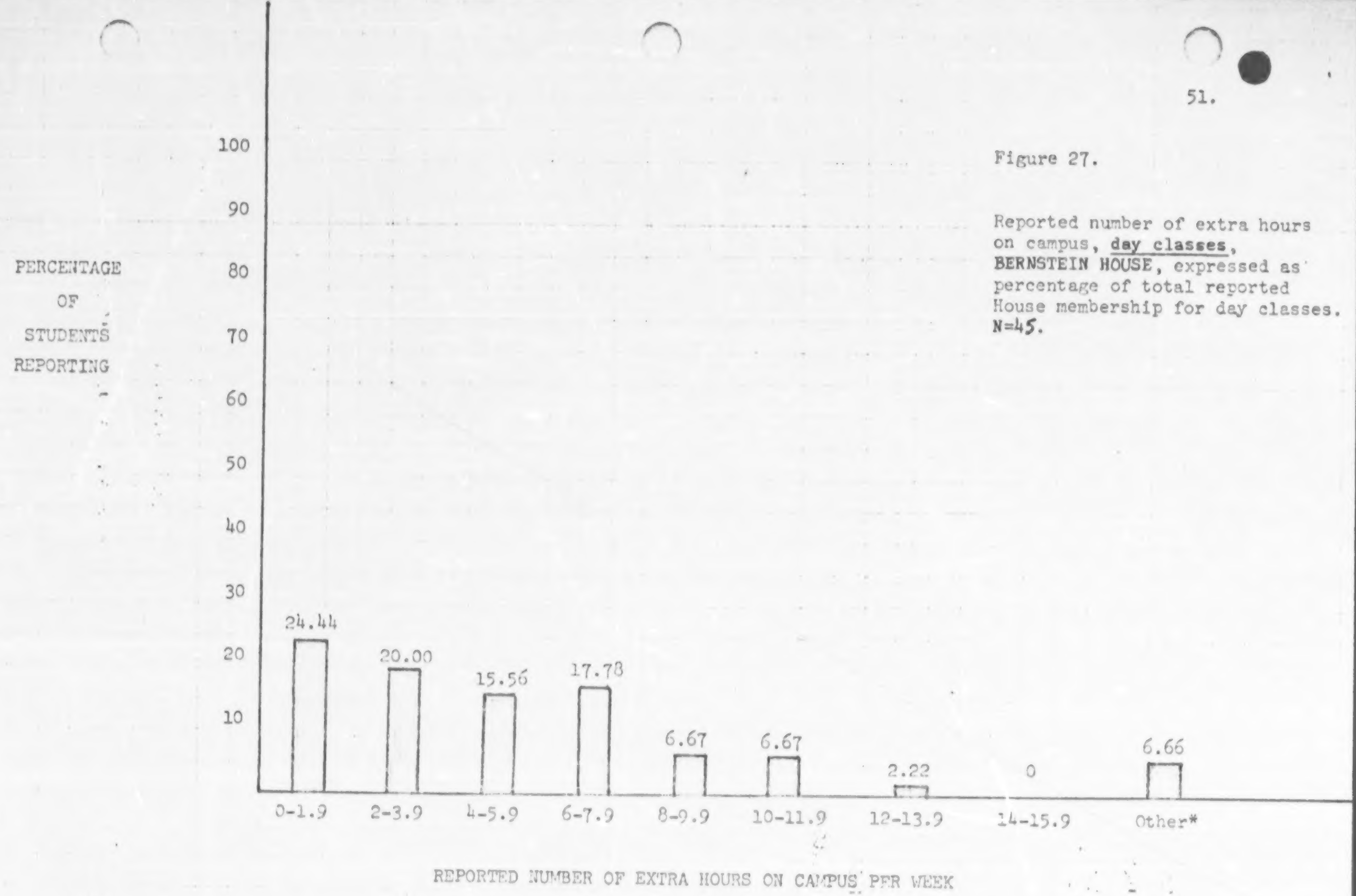
	EINSTEIN	BERNSTEIN	MUIR-TWAIN	EDISON	THORPE	SCHWEITZER	CARNEGIE	HOUSE?
0-1.9	23 32.86	11 23.91	45 46.39	43 46.74	9 60.00	15 44.12	64 49.61	54 60.00
2-3.9	21 30.00	9 19.56	20 20.62	22 23.91	1 6.66	9 26.47	26 20.16	17 18.89
4-5.9	7 10.00	7 15.22	11 11.34	10 10.87	0	4 11.76	16 12.40	7 7.79
6-7.9	5 7.14	8 17.39	4 4.12	5 5.43	3 20.00	3 8.83	6 4.65	4 4.44
8-9.9	3 4.29	4 8.71	5 5.16	2 2.17	0	1 2.94	3 2.33	2 2.22
0-11.9	0	3 6.52	2 2.06	1 1.09	0	0	1 0.77	0
2-13.9	1 1.43	1 2.17	0	0	0	0	0	0
4-15.9	0	0	1 1.03	0	0	0	0	0
o Class	1 1.43	1 2.17	2 2.06	3 3.27	0	0	2 1.55	1 1.11
xcess	5 7.14	1 2.17	2 2.06	2 2.17	1 6.67	1 2.94	5 3.88	1 1.11
isread	4 5.71	1 2.17	5 5.16	4 4.35	1 6.67	1 2.94	6 4.65	4 4.44
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Figure 26.

Number of reported extra hours spent on campus, broken down by House membership, all classes, expressed as percentages of total reported House membership for all classes. N=586.

Figure 27.

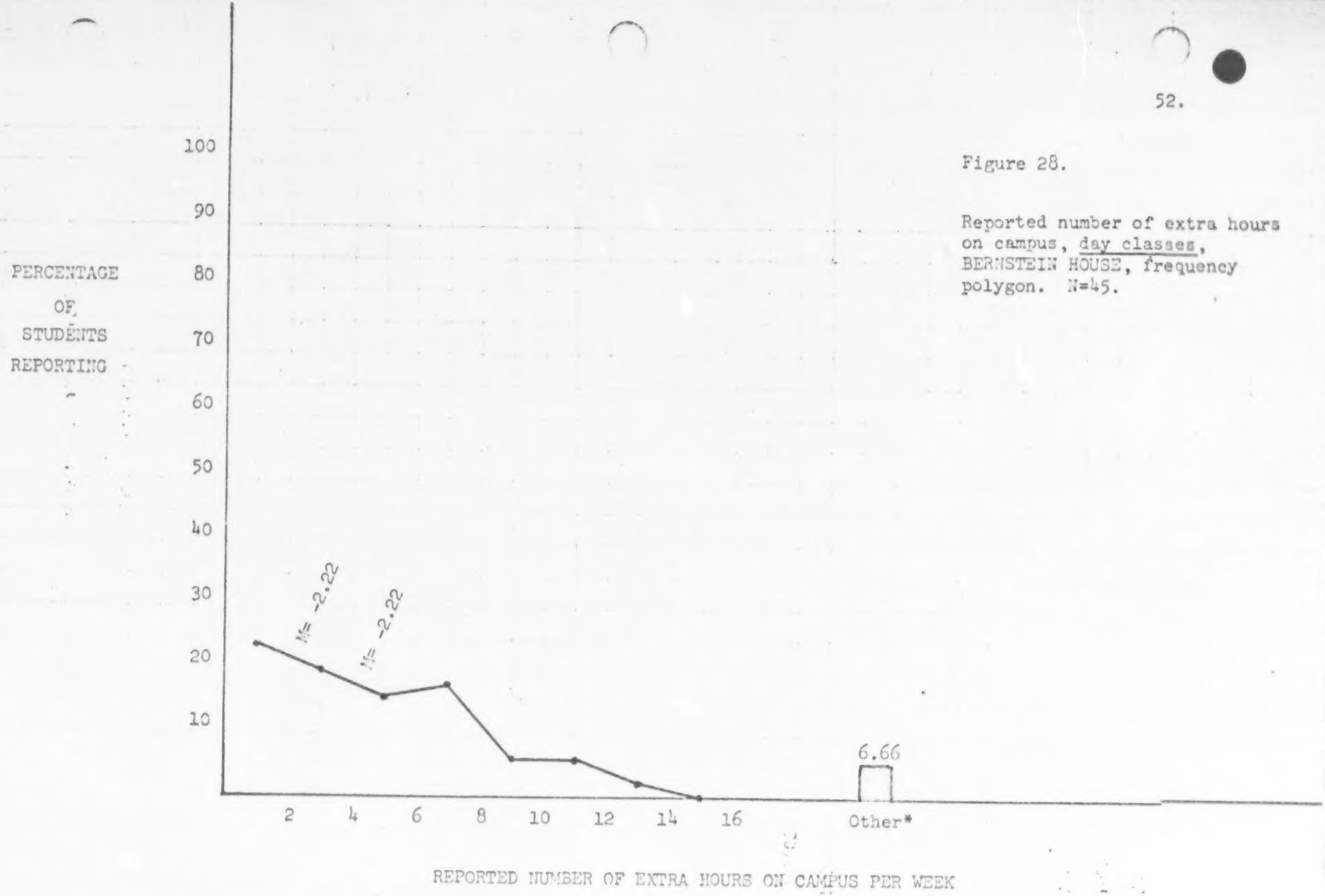
Reported number of extra hours on campus, **day classes**, **BERNSTEIN HOUSE**, expressed as percentage of total reported House membership for day classes. N=45.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 28.

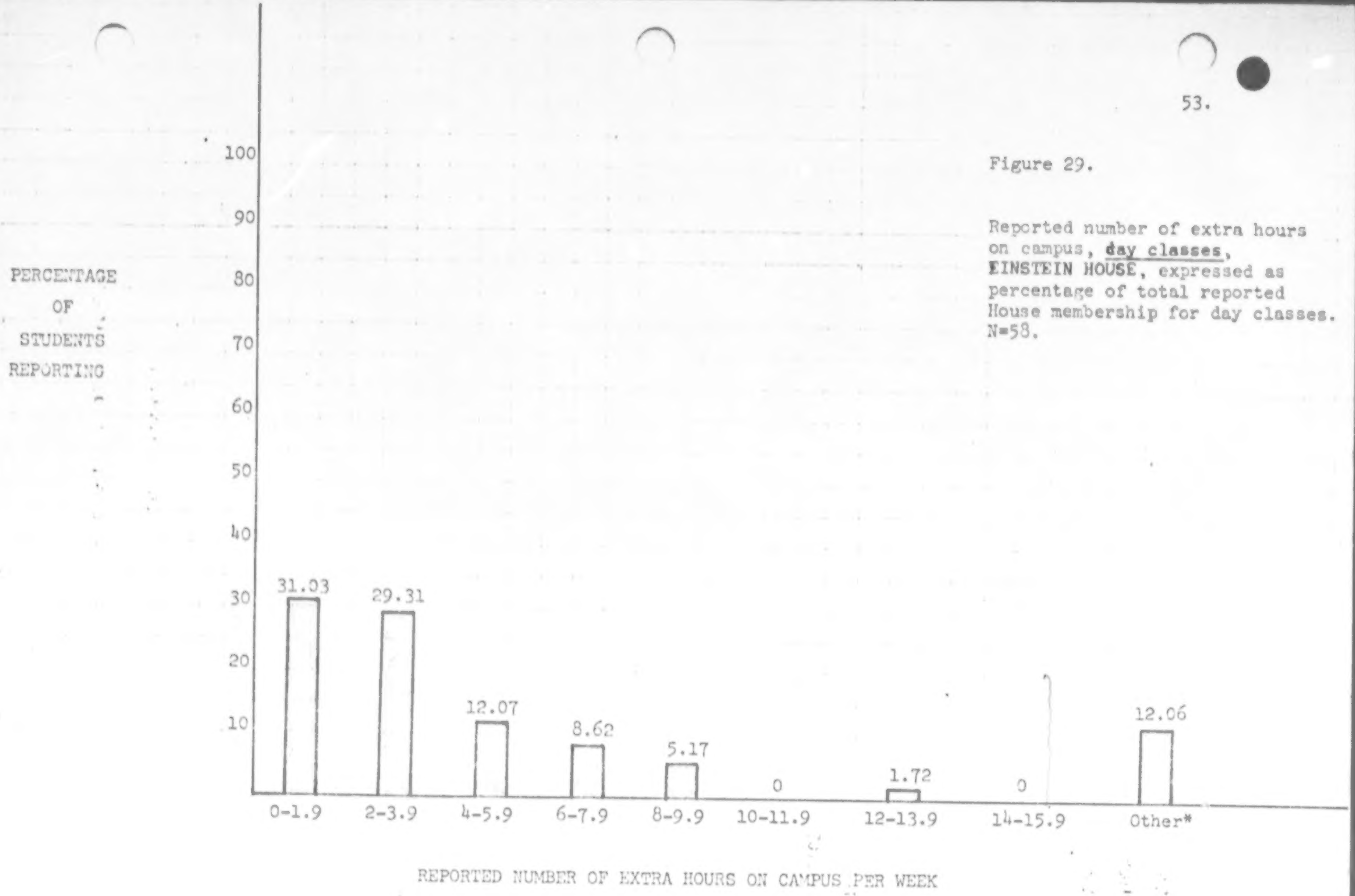
Reported number of extra hours on campus, day classes, BERNSTEIN HOUSE, frequency polygon. N=45.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 29.

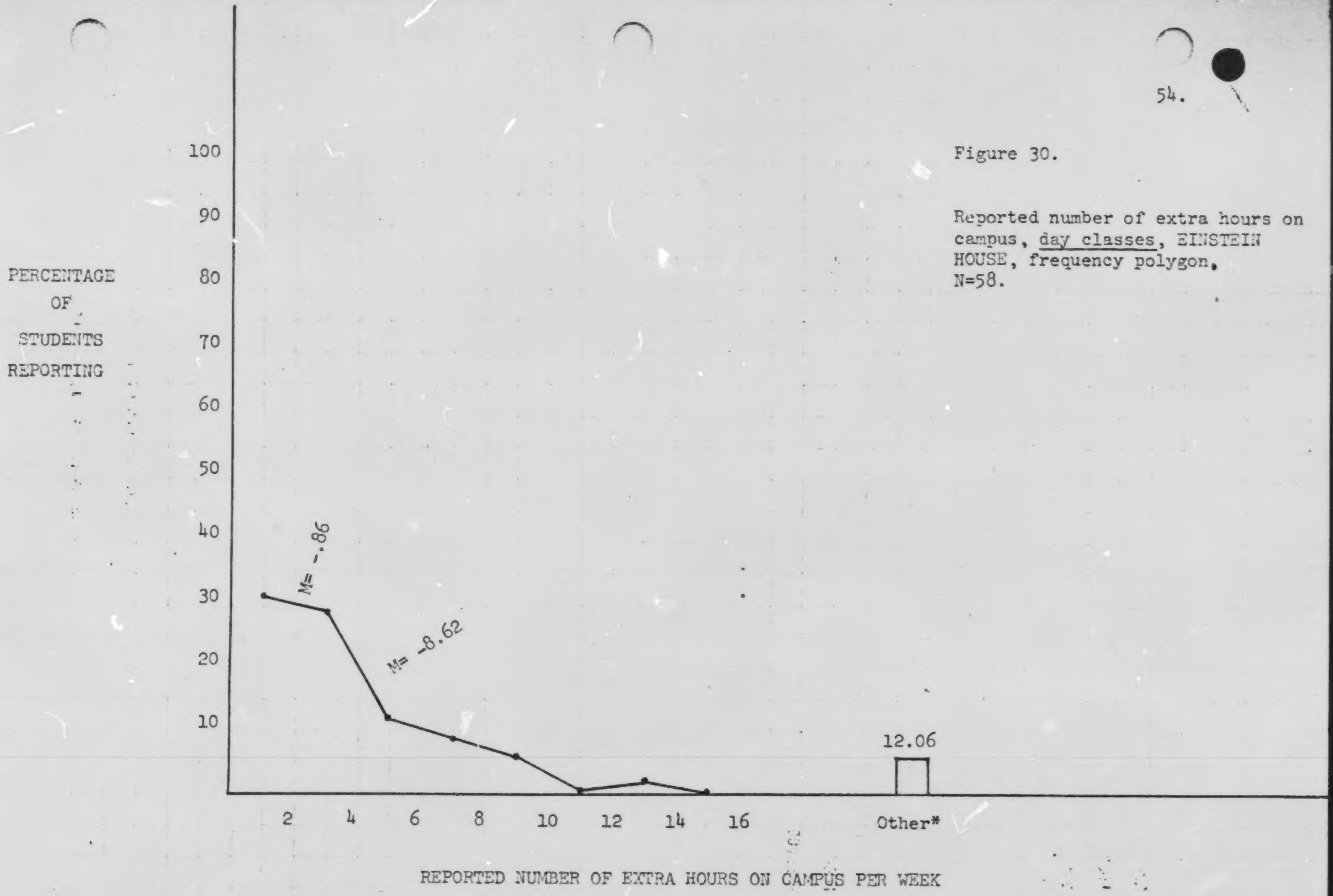
Reported number of extra hours on campus, **day classes**, **EINSTEIN HOUSE**, expressed as percentage of total reported House membership for day classes. N=58.



*Includes the categories, "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 30.

Reported number of extra hours on campus, day classes, EINSTEIN HOUSE, frequency polygon, N=58.



*Includes the categories, "No class hours reported," "Excessive total hours reported," and "Misread question."

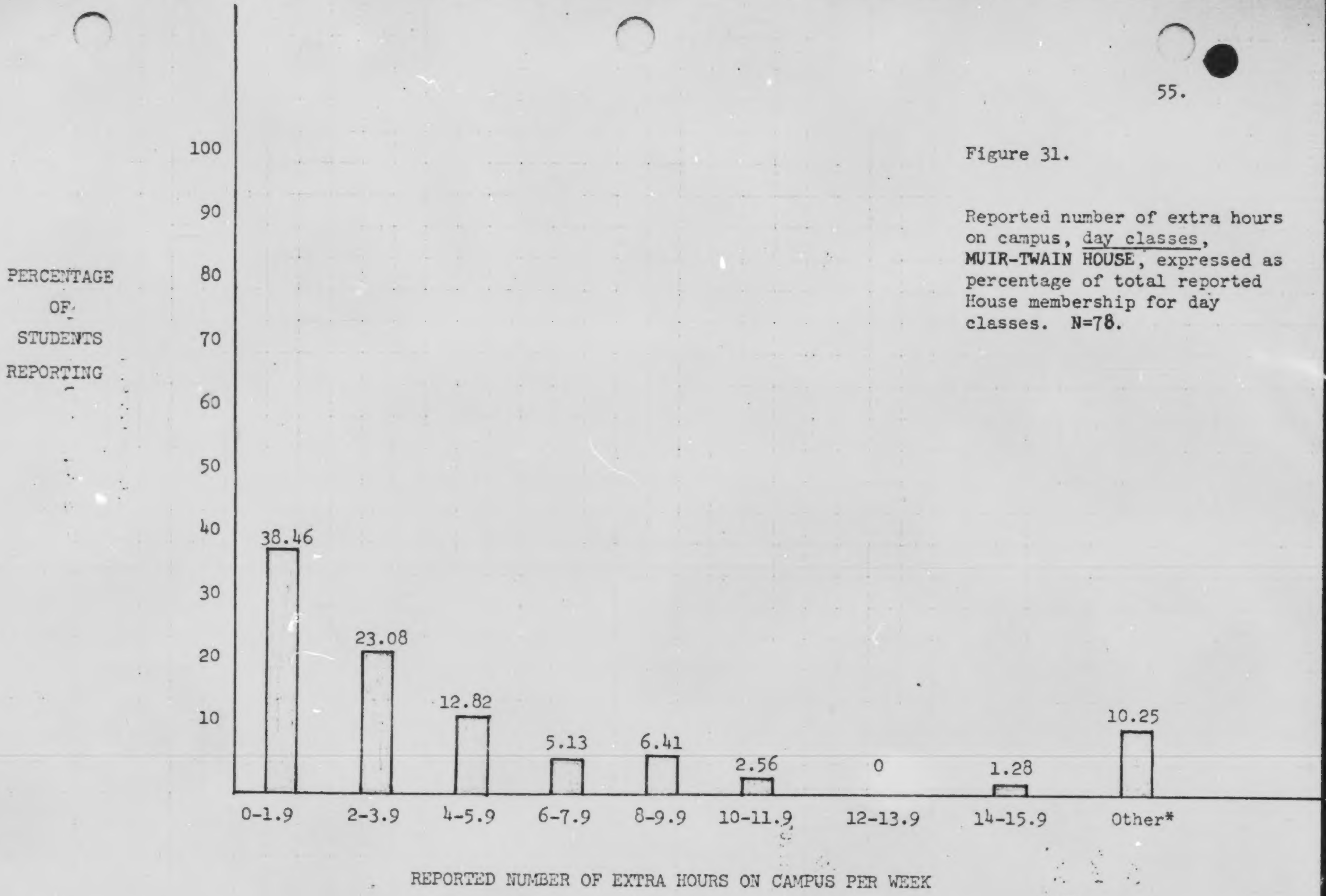


Figure 31.

Reported number of extra hours on campus, day classes, **MUIR-TWAIN HOUSE**, expressed as percentage of total reported House membership for day classes. N=78.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

97

98

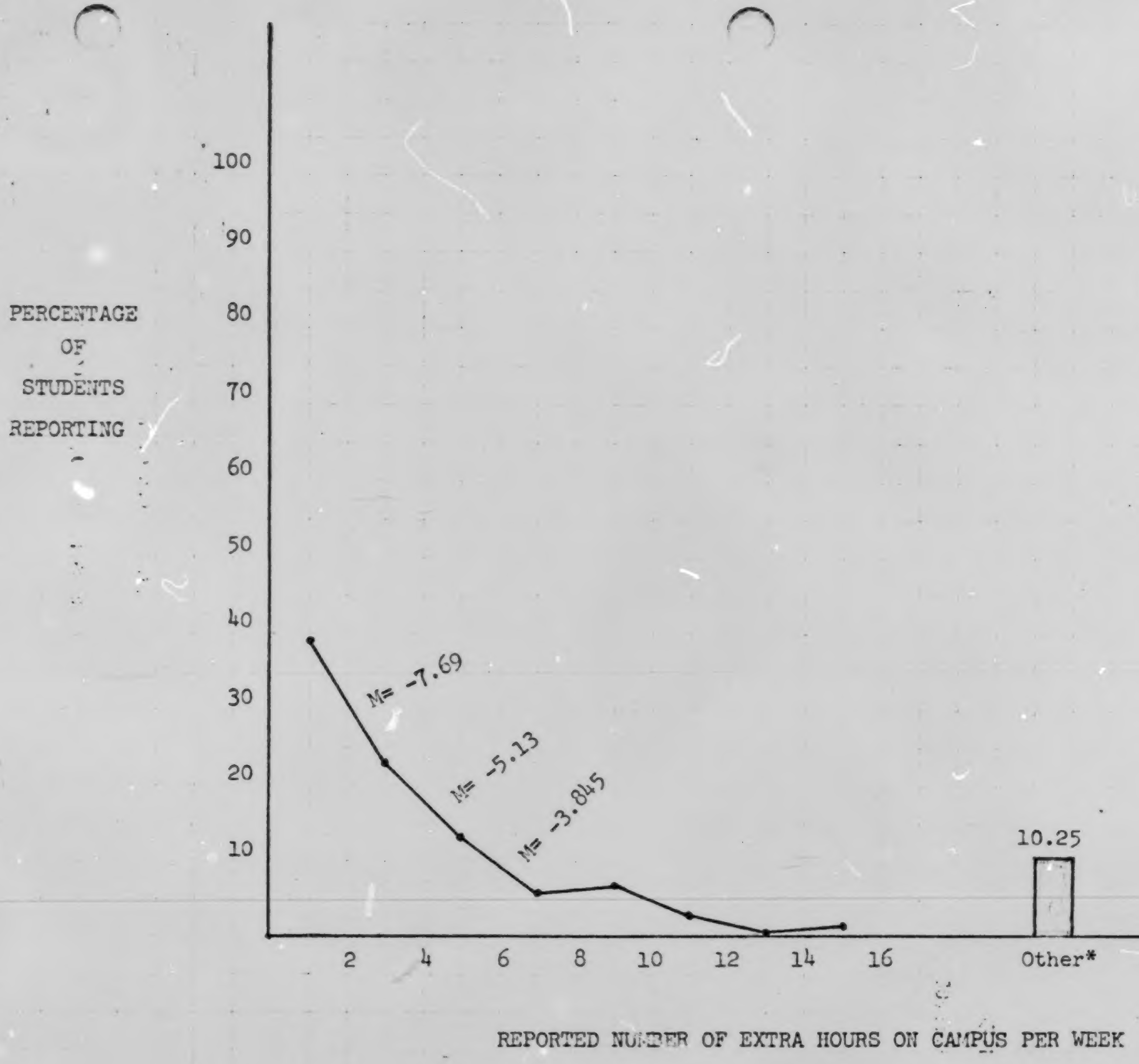


Figure 32.

Reported number of extra hours on campus, day classes, MUIR-TWAIN HOUSE, frequency polygon. N=78.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

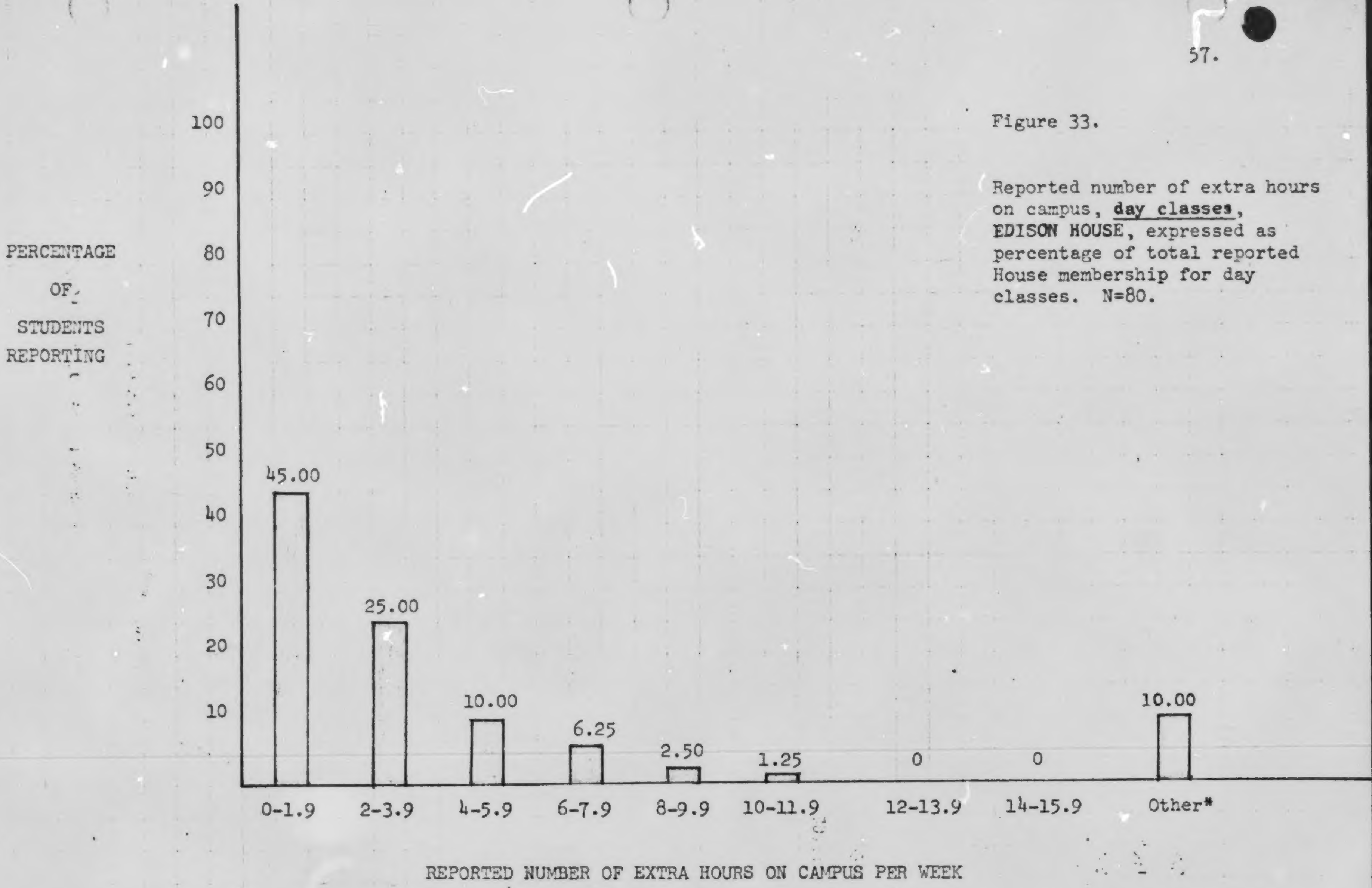


Figure 33.

Reported number of extra hours on campus, **day classes**, EDISON HOUSE, expressed as percentage of total reported House membership for day classes. N=80.

*Includes the categories "No class hours reported," "Excessive total hours reported" and "Misread question."

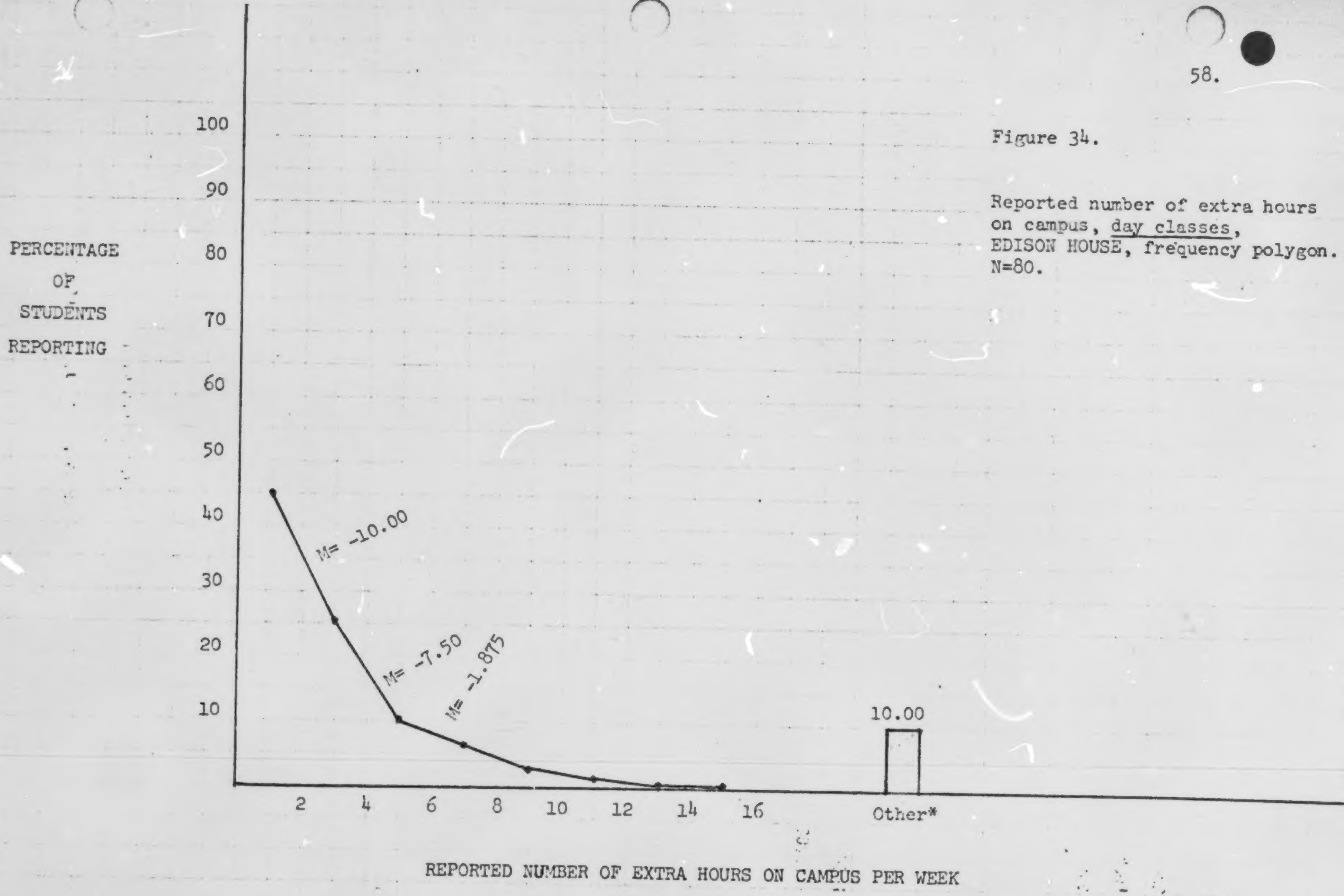


Figure 34.

Reported number of extra hours on campus, day classes, EDISON HOUSE, frequency polygon. N=80.

*Includes the categories, "No class hours reported," "Excessive total hours reported," and "Misread question."

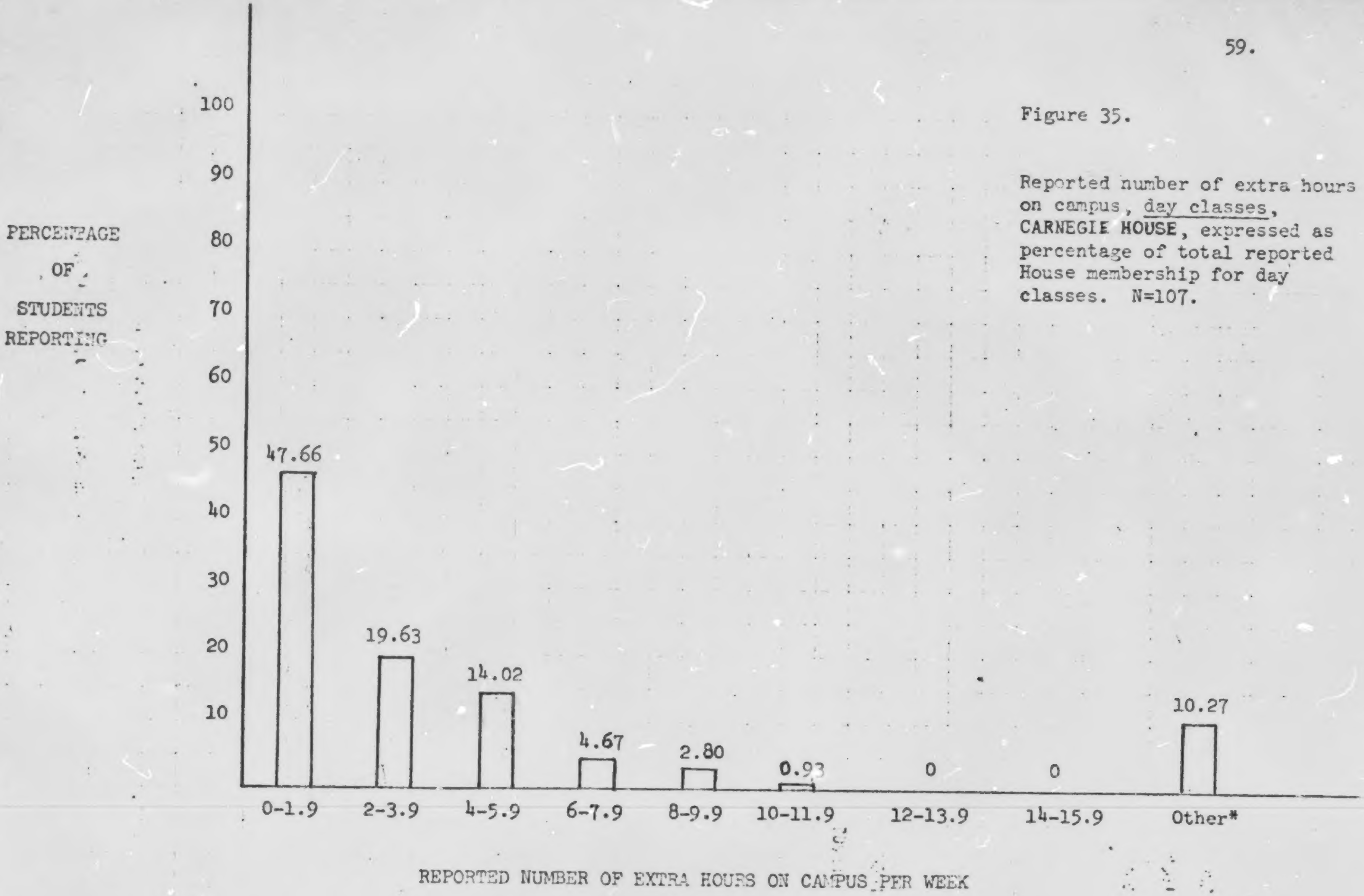


Figure 35.

Reported number of extra hours on campus, day classes, **CARNEGIE HOUSE**, expressed as percentage of total reported House membership for day classes. N=107.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

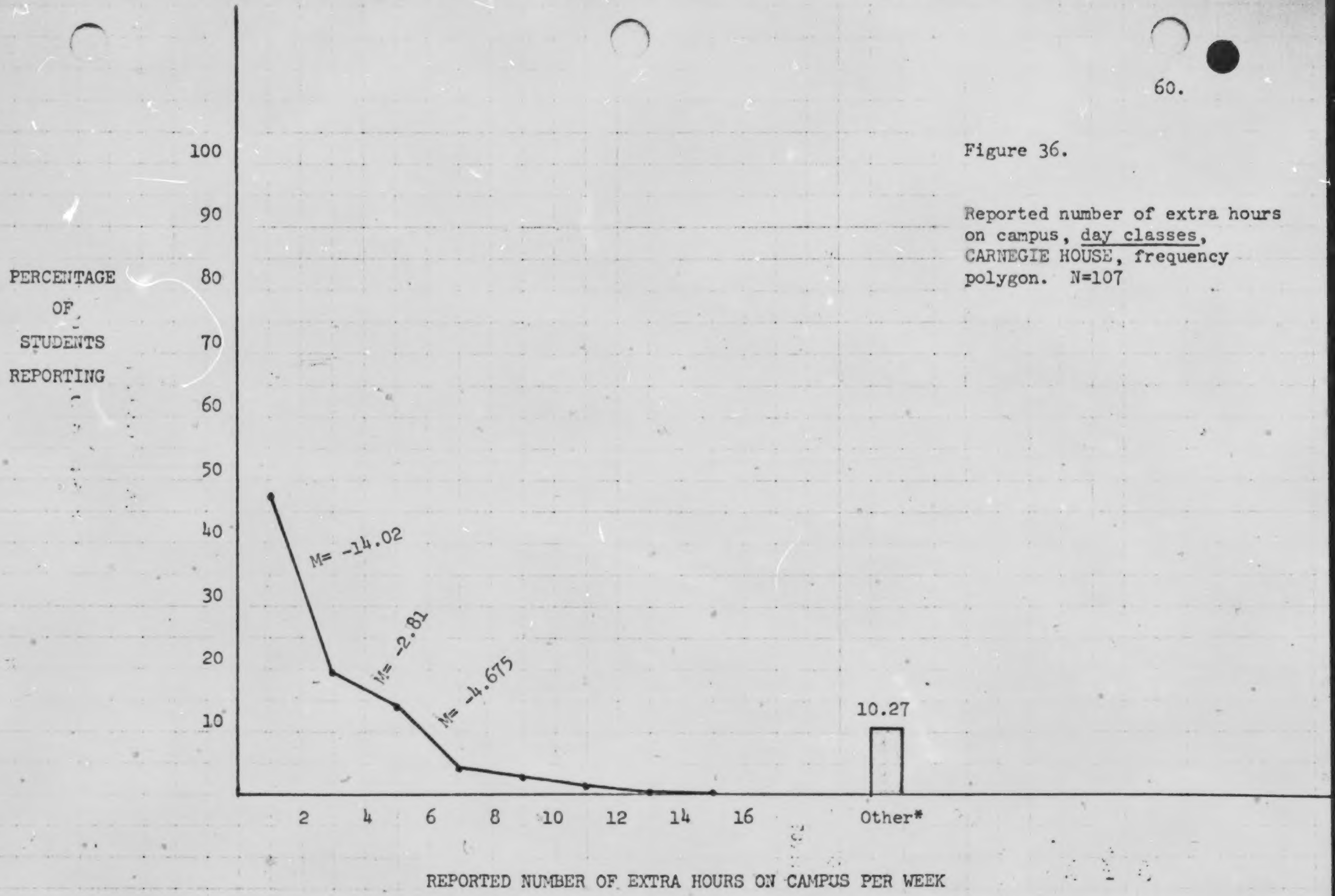


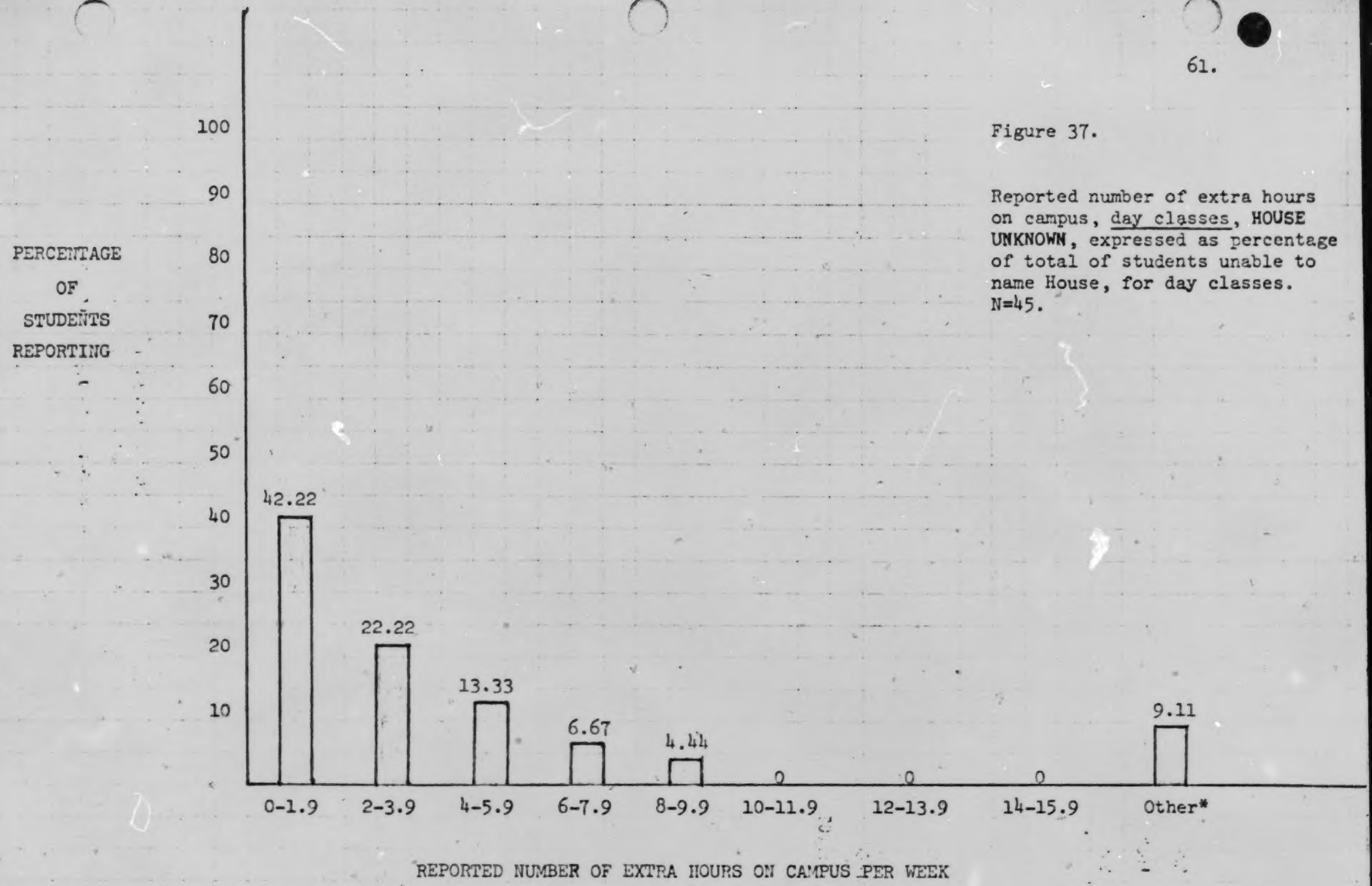
Figure 36.

Reported number of extra hours on campus, day classes, CARNEGIE HOUSE, frequency polygon. N=107

*Includes the categories, "NO class hours reported," "Excessive total hours reported," and "Misread question."

Figure 37.

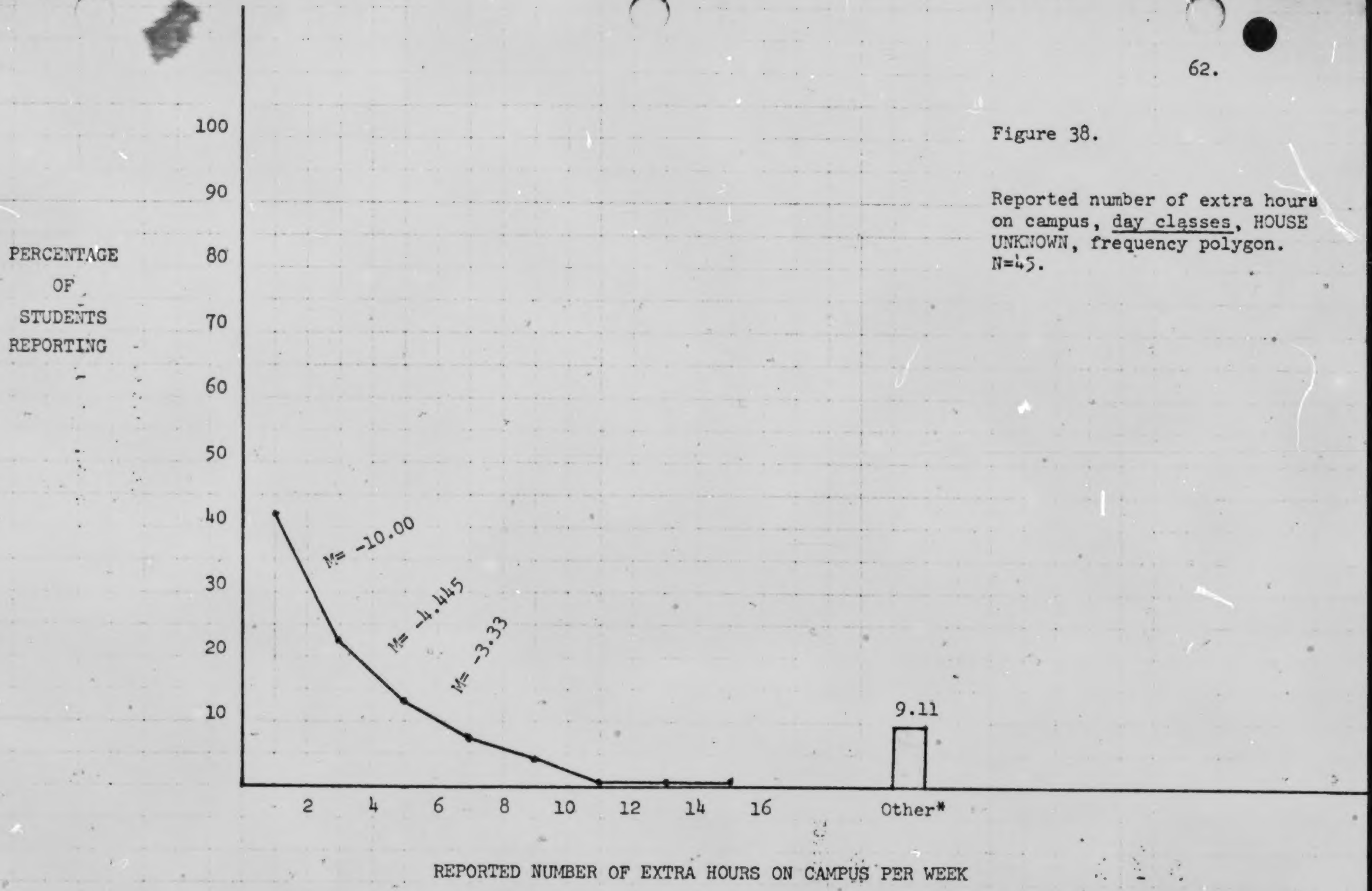
Reported number of extra hours on campus, day classes, HOUSE UNKNOWN, expressed as percentage of total of students unable to name House, for day classes. N=45.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 38.

Reported number of extra hours on campus, day classes, HOUSE UNKNOWN, frequency polygon. N=45.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Of further interest is that those students who reported that they did not know their House membership do not differ in general from those who were able to report their House membership. If one examines both the percentage graph (Figure 37) and the frequency polygon (Figure 38) for those students unable to name their House, one will see that both the percentages and the shape of the polygon are not very different from some of the percentages and for some of the Houses. Note in particular the close resemblance of the "House unknown" distribution to the Edison and Carnegie distributions. Note further that in the "House unknown" distribution, the initial two segmental slopes closely resemble the initial two segmental slopes in the Edison distribution. Note finally that the "House unknown" frequency polygon looks very much like the frequency polygon for all Houses combined (Figure 18). The general conclusion is that at least at this point in time, those students who were unable to name the House to which they are assigned do not differ with respect to the number of extra hours they spend on campus from those students who, taken as a whole, were able to name their Houses.[15] But among those students that were able to name their Houses, there were some differences as described above.

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[15] This conclusion is for day classes only. Extended day classes will be discussed shortly.

Again for day classes only, arithmetic means of extra number of hours on campus for each House are presented below:[16]

Bernstein: M=3.988
Einstein: M=3.0098
Muir-Twain M=2.793
Carnegie: M=2.036
Edison: M=2.021
Thorpe: M=2.091 (N=13)
Schweitzer: M=2.389 (N=29)
House unknown: M=2.643

Note that Bernstein has the highest mean, with Einstein the second highest. Note further that the "House unknown" category has a mean which lies between the highest and lowest means; i.e., in this respect, those students who were unable to name their House did not differ from those who did.

---

[16] Extreme caution should be used in interpreting these means. While differences in means can be used to discriminate one category from another, the value of the means themselves should in this case probably not be interpreted as "the average number of hours spent on campus by the average student" or "the number of hours most students spend on campus." The reader is urged to note that the underlying distributions are not normal distributions; rather they are sharply negatively skewed. Furthermore, the dispersions in most cases are rather large, and since one of the mathematical properties of the mean is that it is greatly affected by just a few extreme values, in this case where we have these extreme values, the mean may not be a very good measure of central tendency.

These kinds of distributions present an interesting dilemma to the statistician; while the mean of course always has the lowest squared differences, in cases like these, one is tempted to use the mode instead as the best representative measure of central tendency (although again one runs into the problem of the wide dispersions in these particular distributions.) Note in this case that if the modes were used as the "best" measures of central tendency, these figures for all Houses would be 0, whereas the means listed above range between 2 and almost 4.

The means listed above, like all other means in this Report, were computed from raw, ungrouped data.

Turning now to the data for the extended day classes, Figure 25 presents extra hours on campus, broken down by House, for extended day classes, in a table. Figures 39-48 display these data in graph form. Note that graphs for Bernstein, Thorpe, and Schweitzer House are omitted because of the extremely low number of students in the extended day classes reporting membership in these 3 Houses. Furthermore, note that the numbers of students reporting membership in the remainder of the Houses are quite small; therefore, these percentages and the corresponding frequency polygons are presented for the reader's information only and should be interpreted with extreme caution. Furthermore, because of the low numbers involved, it probably would not make sense to make House-by-House comparisons as was done with the data for the day classes. A few general trends may be pointed out, however. Note that just as for the day classes, the mode for all Houses is the category 0-1.9 hours. Note furthermore that in general, the slopes in the frequency polygons are negative, as was also the case for the day classes. With respect to the category "House unknown," note that the shape of its frequency polygon (Figure 48) is very similar to the shape of the frequency polygon for all Houses taken together (Figure 19), which may indicate that those students in extended day classes who were unable to name their House[17] did not differ with respect to the number of hours spent on campus from those who could name their House. This, of course, was found to be true of students in day classes also.

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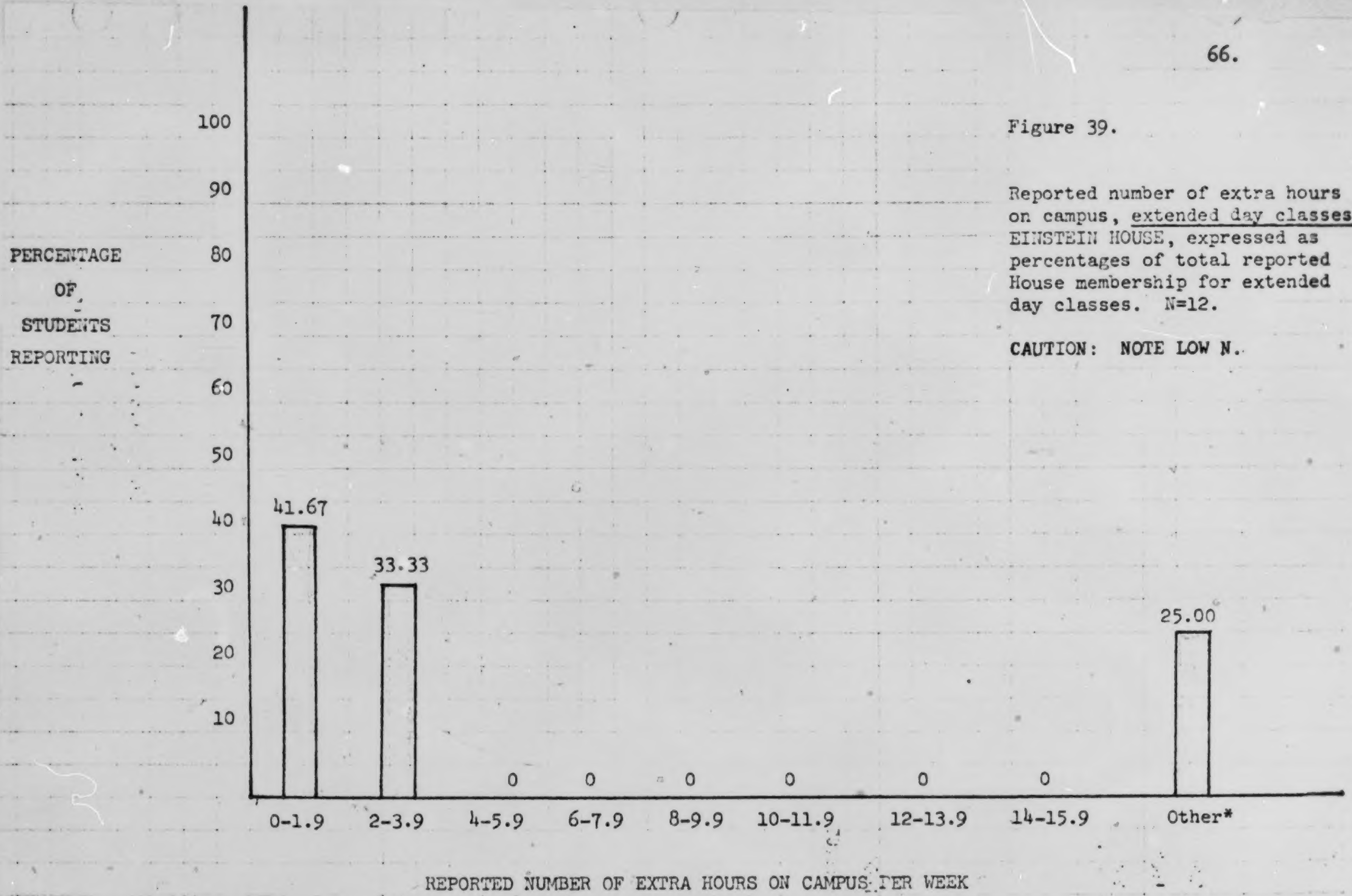
[17] Remember that for the extended day classes only, the "House unknown" category may possibly include students who are not assigned to a House.

Figure 39.

Reported number of extra hours on campus, extended day classes, EINSTEIN HOUSE, expressed as percentages of total reported House membership for extended day classes. N=12.

CAUTION: NOTE LOW N.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

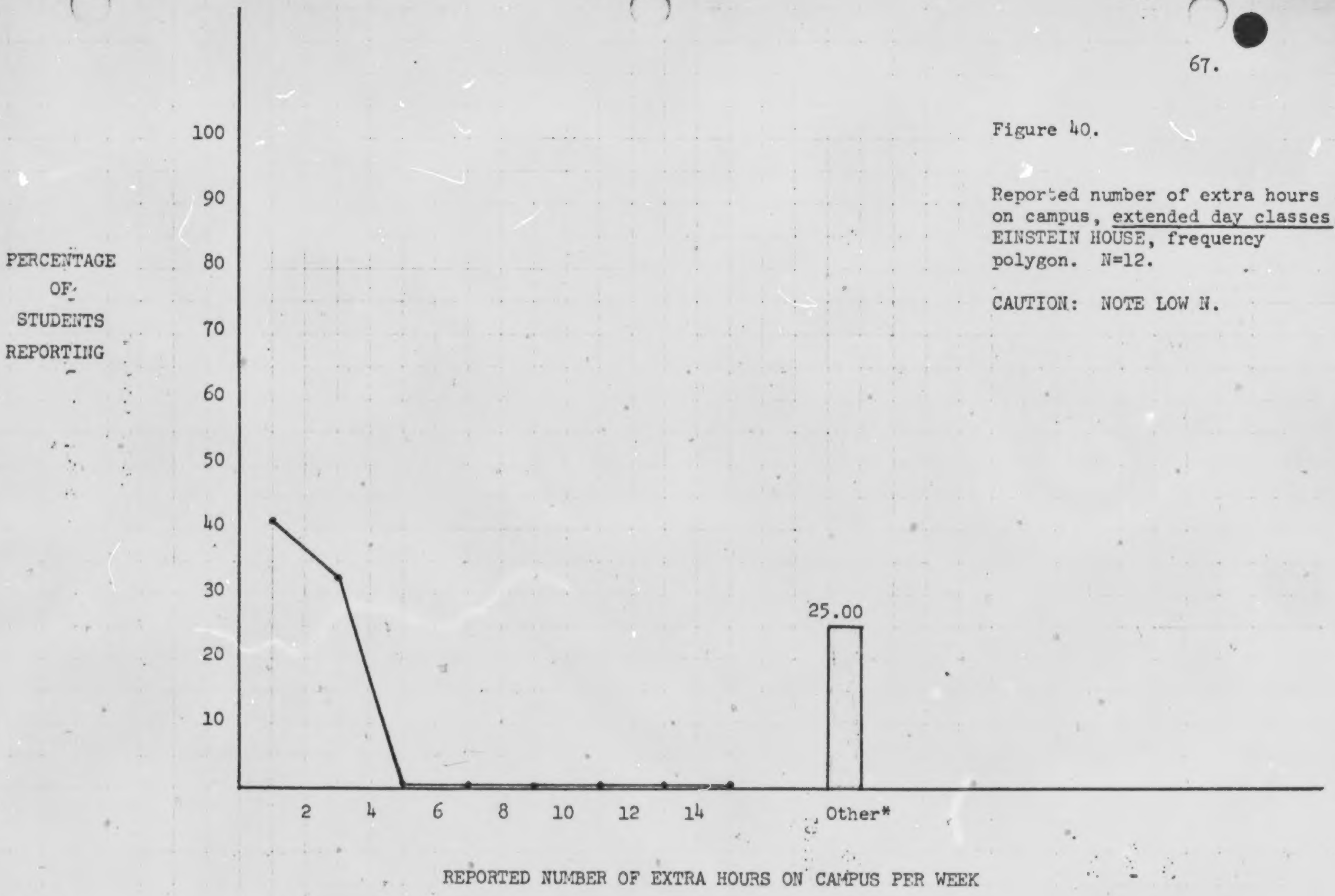


Figure 40.

Reported number of extra hours on campus, extended day classes, EINSTEIN HOUSE, frequency polygon. N=12.

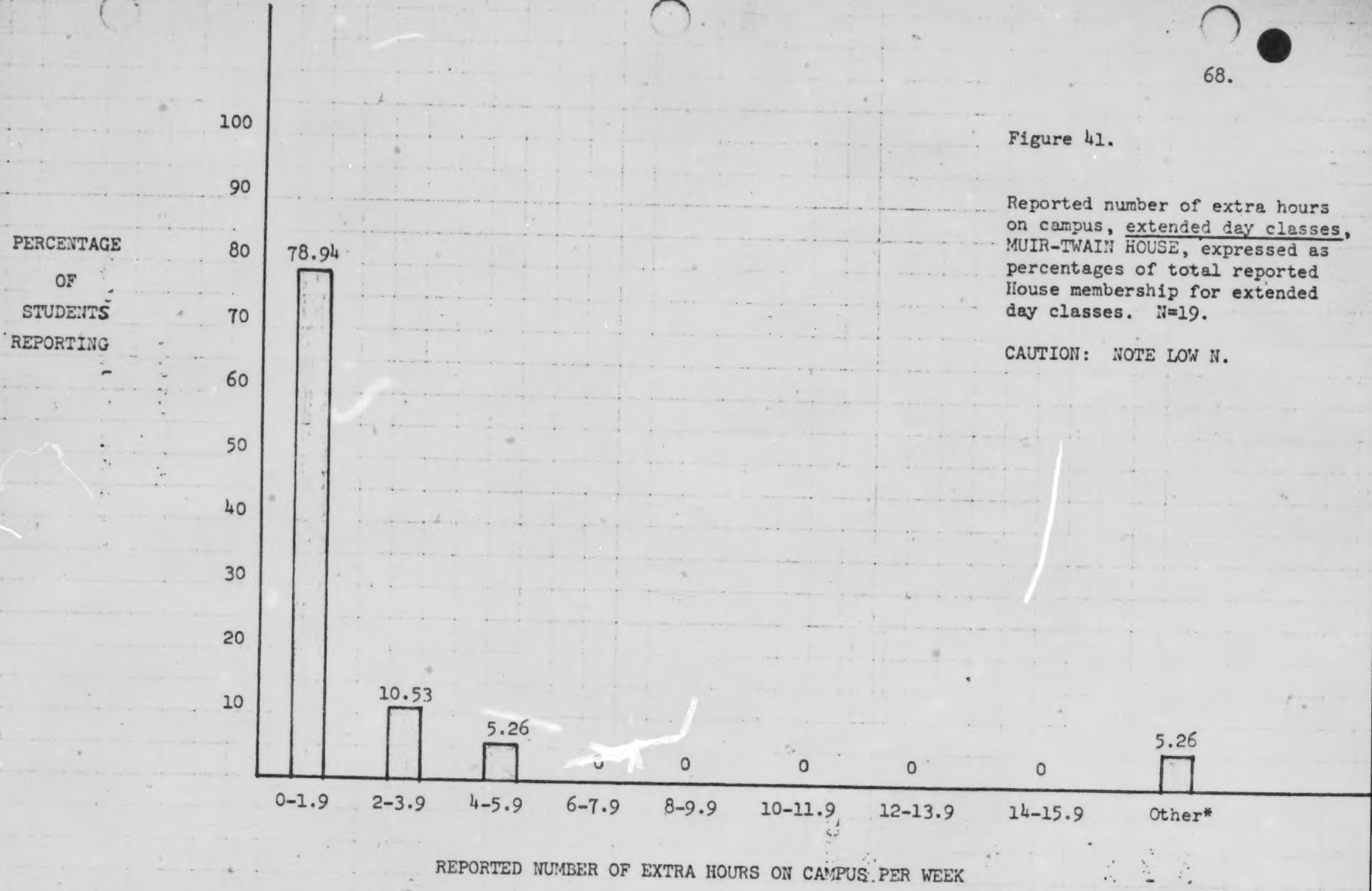
CAUTION: NOTE LOW N.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 41.

Reported number of extra hours on campus, extended day classes, MUIR-TWAIN HOUSE, expressed as percentages of total reported House membership for extended day classes. N=19.

CAUTION: NOTE LOW N.

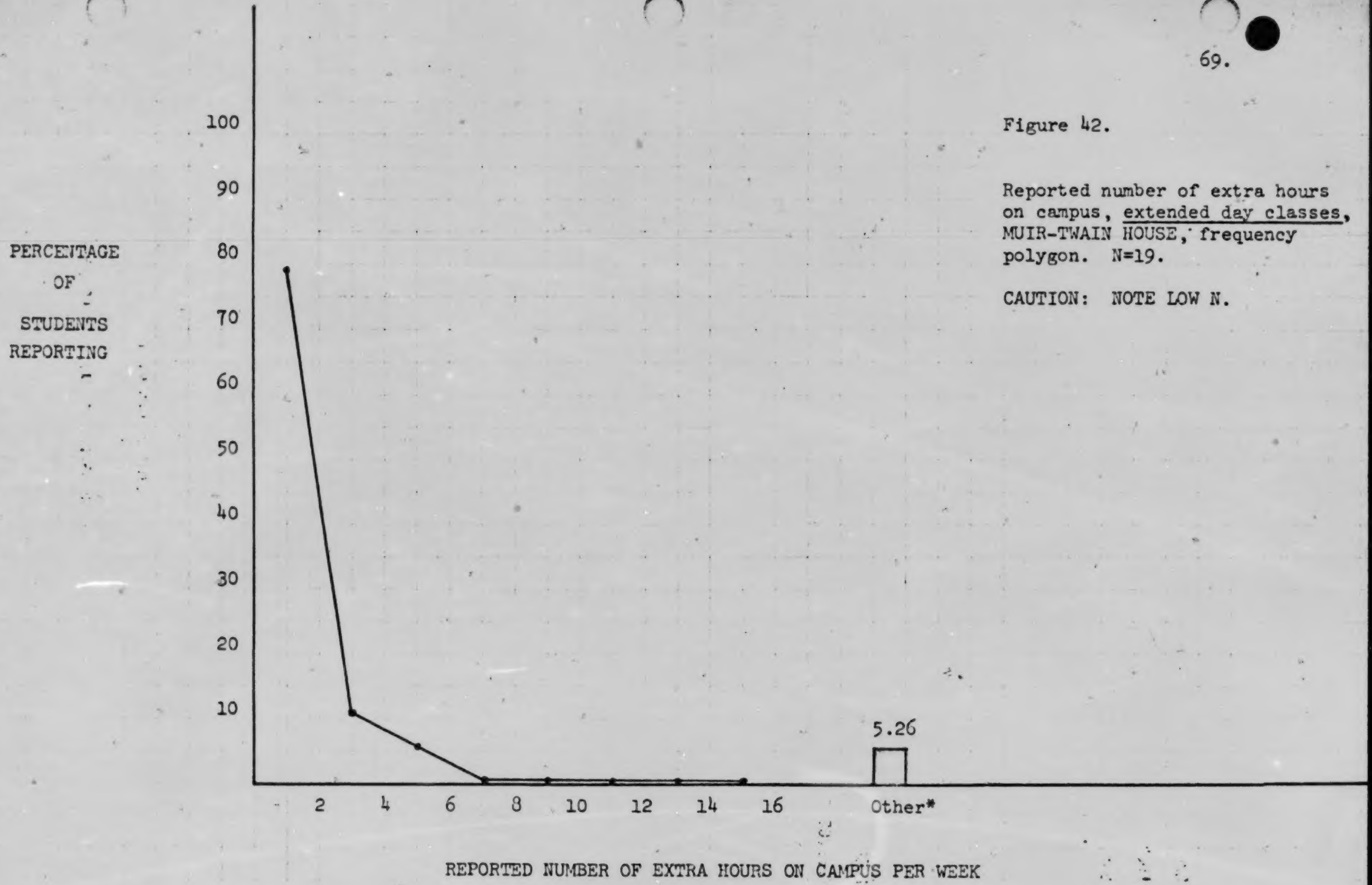


*Includes the categories "No class hours reported," "Excessive total hours reported" and "Misread question."

Figure 42.

Reported number of extra hours on campus, extended day classes, MUIR-TWAIN HOUSE, frequency polygon. N=19.

CAUTION: NOTE LOW N.

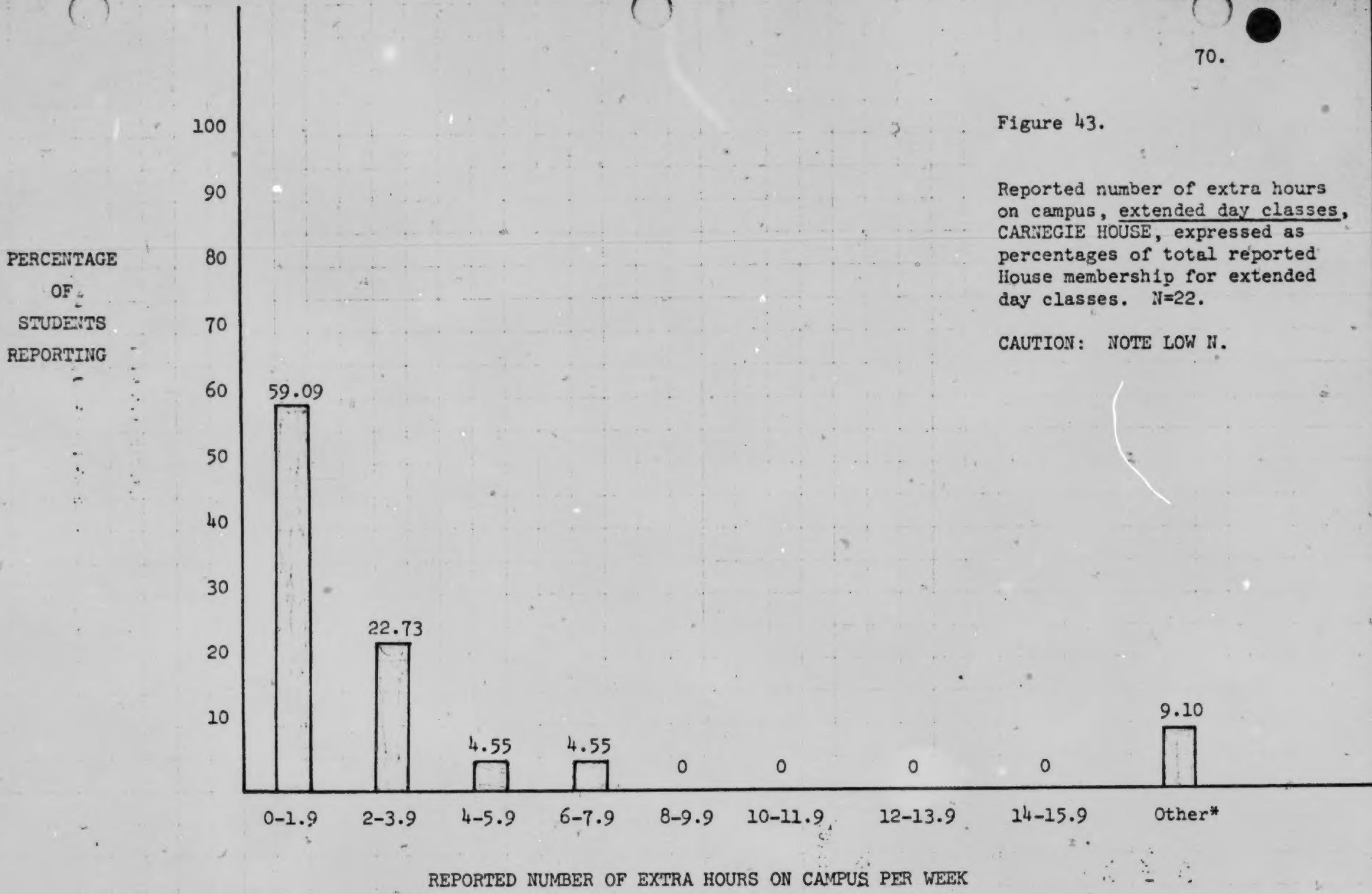


*Includes the categories, "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 43.

Reported number of extra hours on campus, extended day classes, CARNEGIE HOUSE, expressed as percentages of total reported House membership for extended day classes. N=22.

CAUTION: NOTE LOW N.



*Includes the categories, "No class hours reported," "Excessive total hours reported," and "Misread question."

124

125

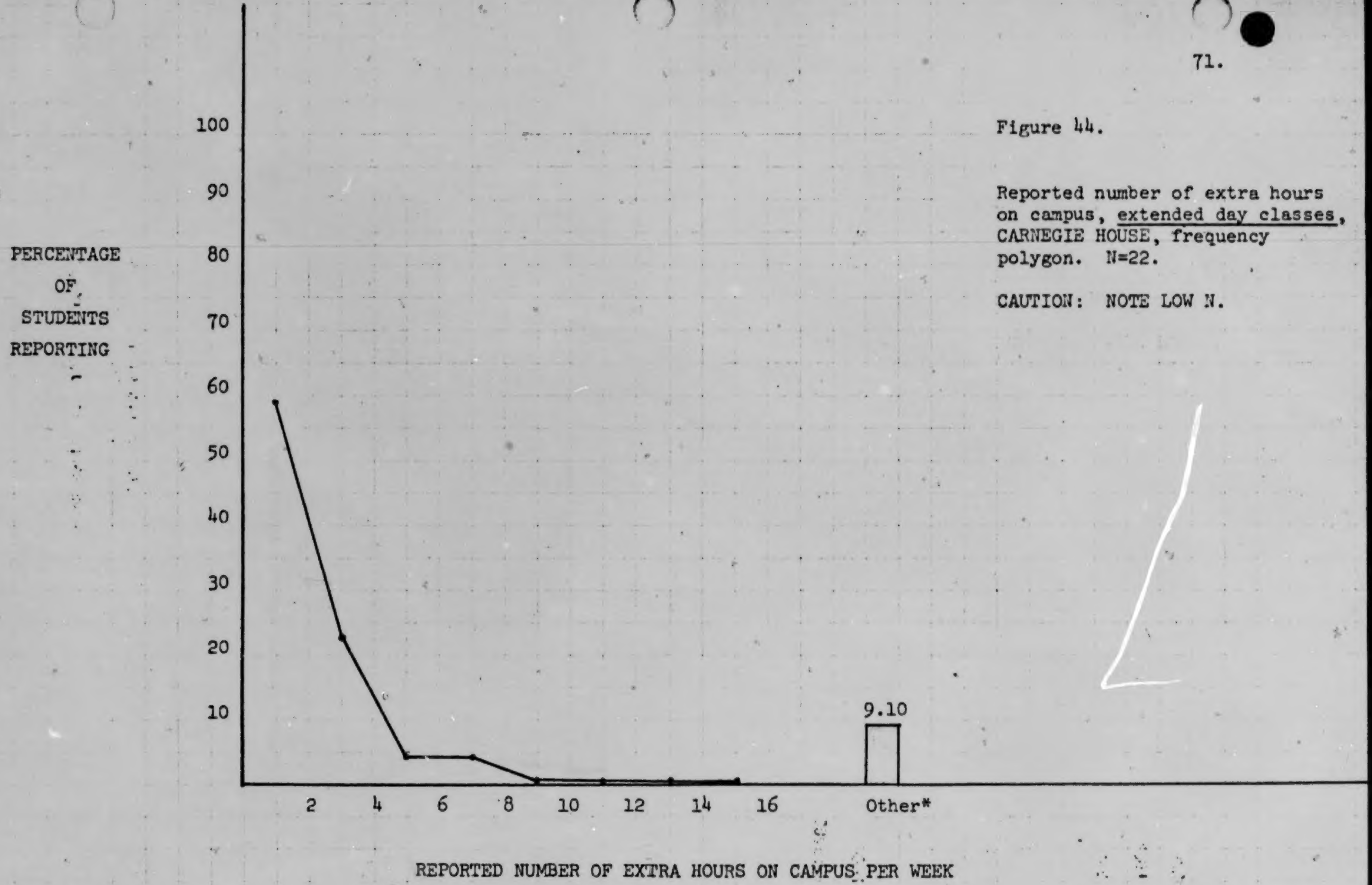


Figure 44.

Reported number of extra hours on campus, extended day classes, CARNEGIE HOUSE, frequency polygon. N=22.

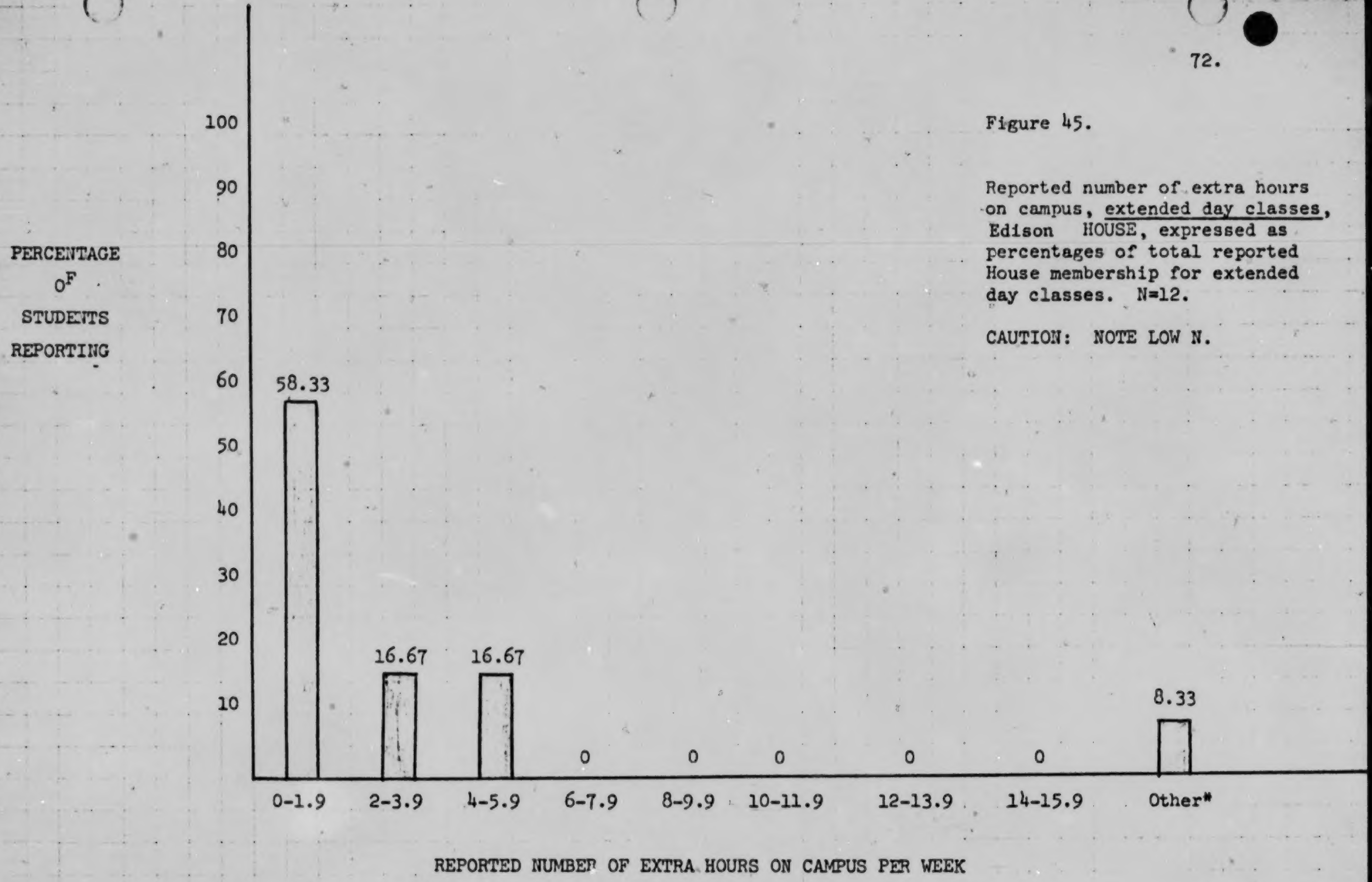
CAUTION: NOTE LOW N.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 45.

Reported number of extra hours on campus, extended day classes, Edison HOUSE, expressed as percentages of total reported House membership for extended day classes. N=12.

CAUTION: NOTE LOW N.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

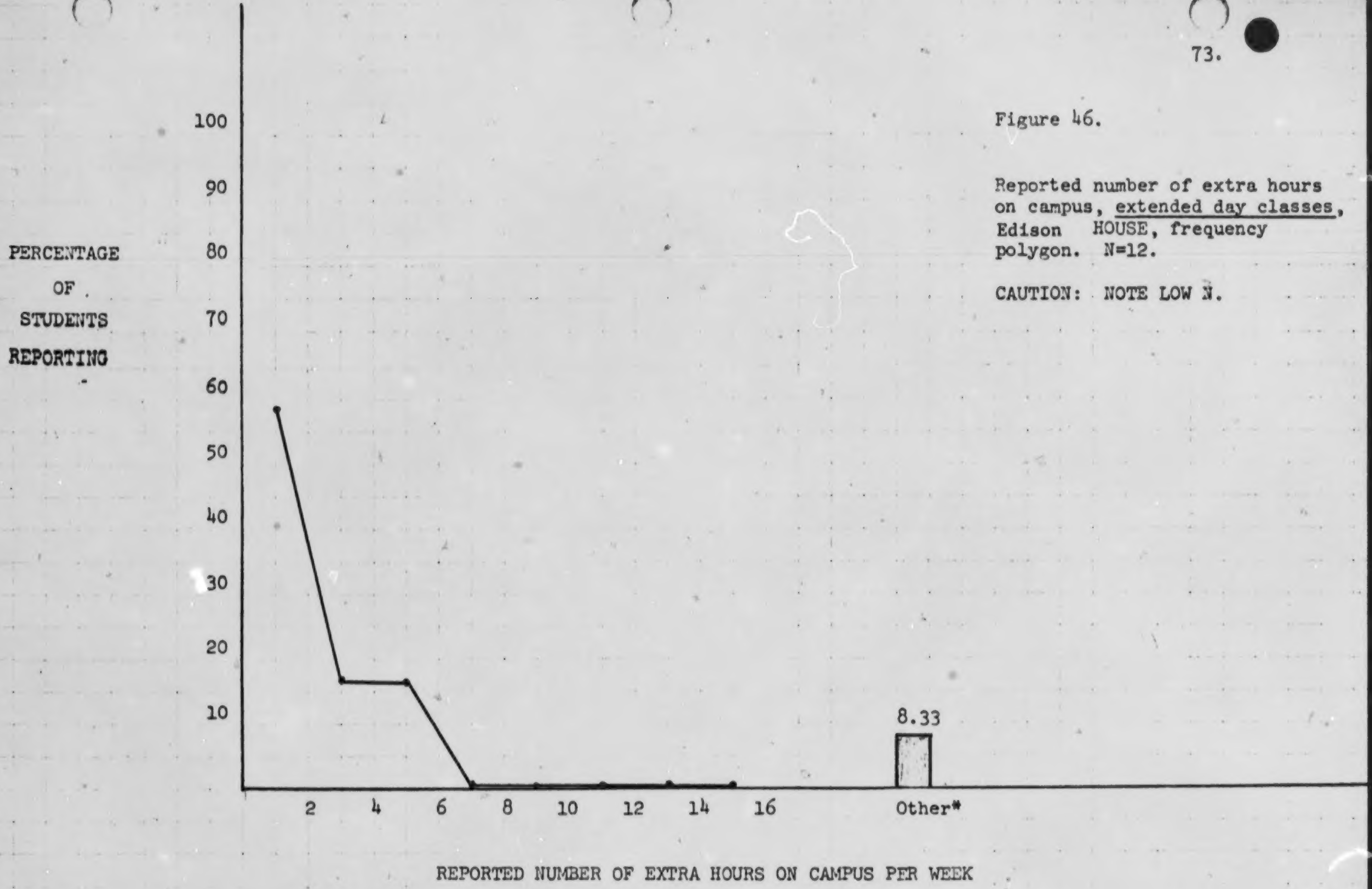


Figure 46.

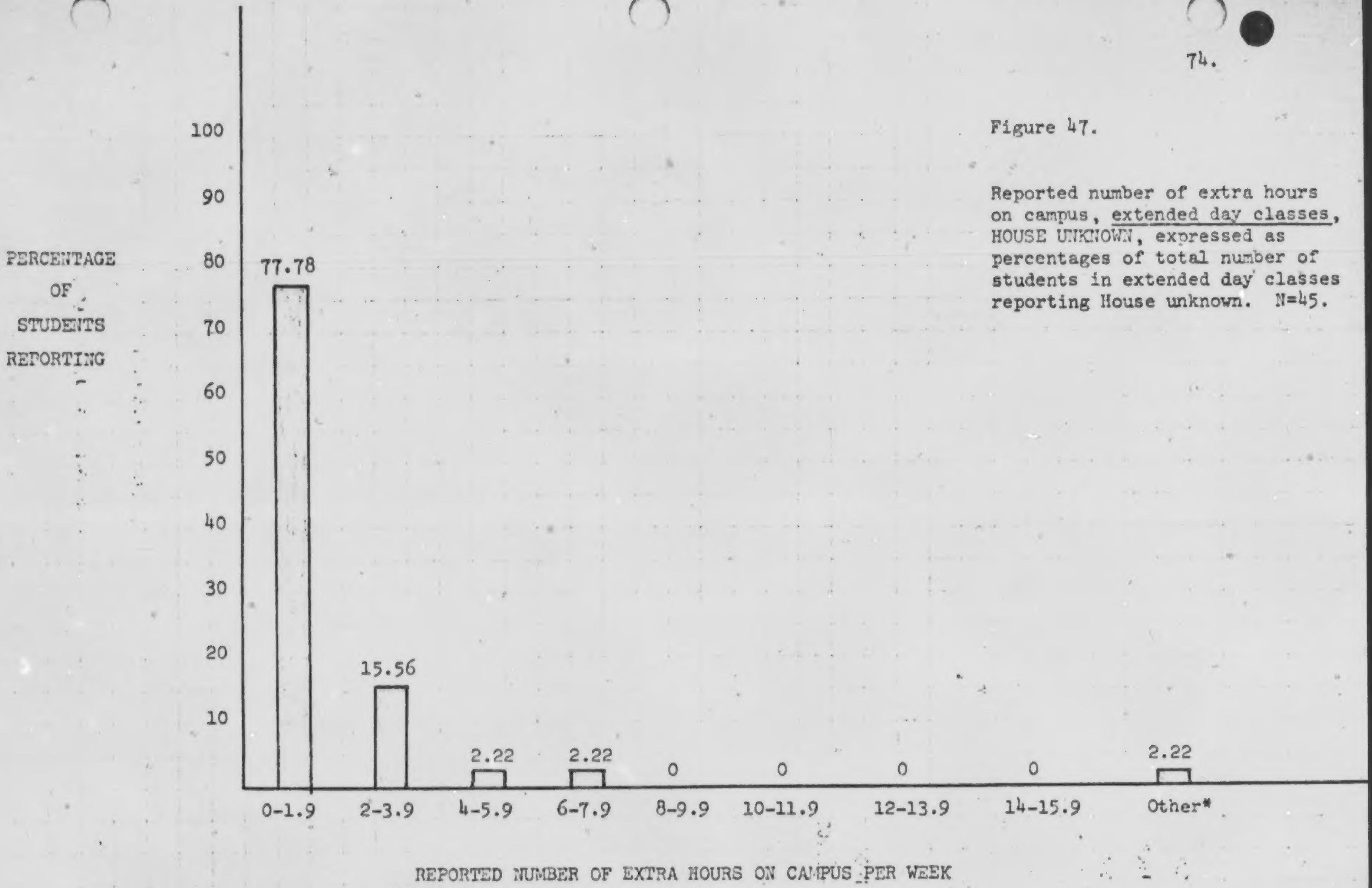
Reported number of extra hours on campus, extended day classes, Edison HOUSE, frequency polygon. N=12.

CAUTION: NOTE LOW N.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 47.

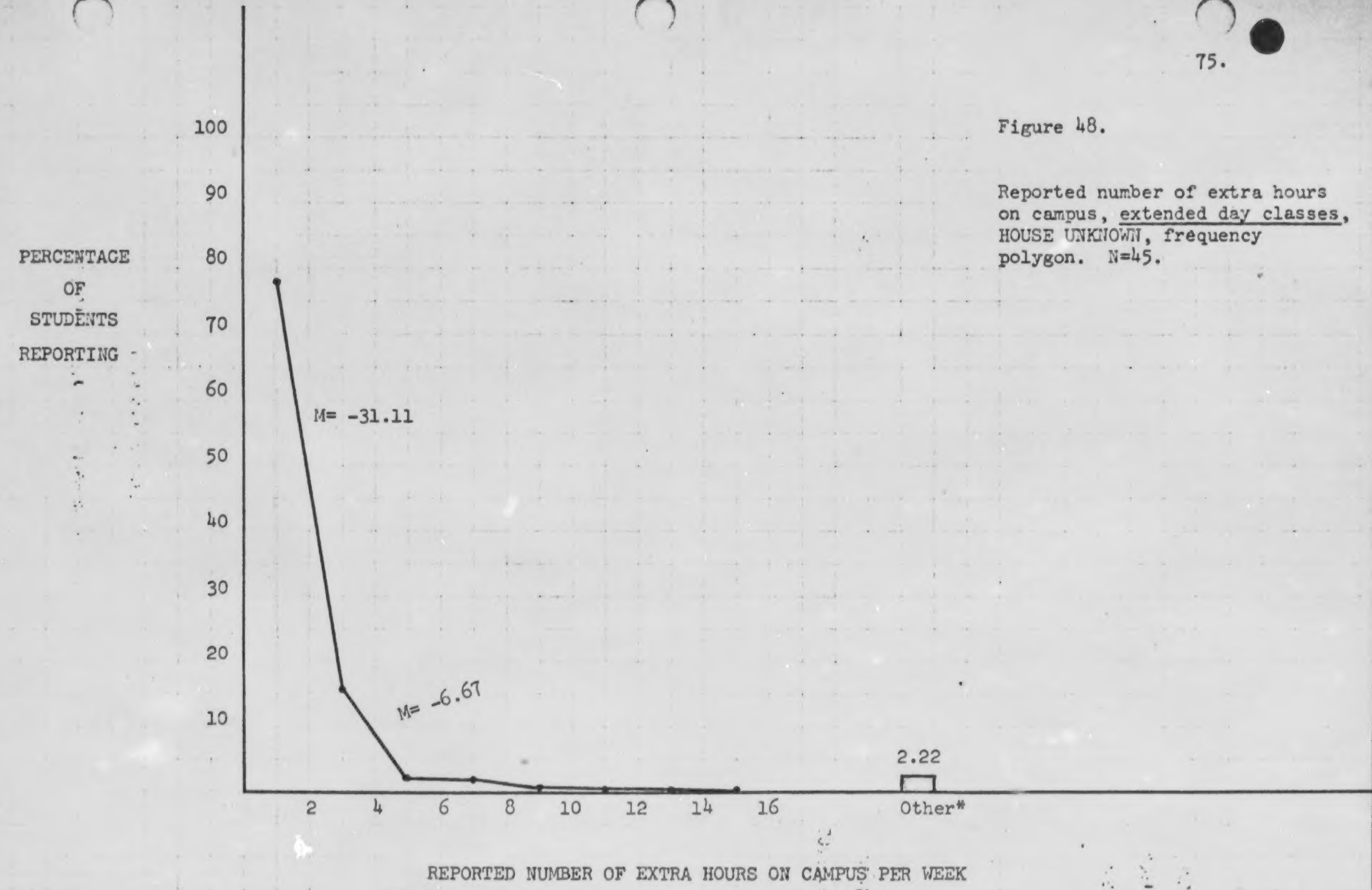
Reported number of extra hours on campus, extended day classes, HOUSE UNKNOWN, expressed as percentages of total number of students in extended day classes reporting House unknown. N=45.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 48.

Reported number of extra hours on campus, extended day classes, HOUSE UNKNOWN, frequency polygon. N=45.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Again, for extended day classes, the following are the arithmetic means for extra hours on campus for each House:

Bernstein:	M=8.000	(N=1)
Einstein:	M= .944	(N=9)
Muir-Twain:	M= .667	(N=18)
Carnegie:	M=1.300	(N=20)
Edison:	M=1.682	(N=11)
Thorpe:	M=0.000	(N=2)
Schweitzer:	M=1.000	(N=5)
House unknown:	M= .778	(N=45)

Again, because of the small number involved, House-to-House comparisons cannot be made; however, note that in general, the means are lower than the House means for the day classes.

Turning now to the data for all classes, i.e., day and extended day combined, Figure 26 presents extra hours on campus, broken down by House in table form (see page 50). Figures 49-64 display these data in graph form.[18] The percentages and frequency polygons of course generally resemble the day classes, since day classes made up the larger part of the population. The exception is the "House unknown" category (Figures 63-64). Note that in contrast to the frequency polygon for the day classes, the frequency polygon for all classes has an extremely steep initial segmental slope. This of course is due to the contribution by the extended day classes to these total figures. Looking at all classes combined, then, those students who did not name a House had a higher percentage of students who spent 0-1.9 hours on campus and therefore a lower percentage of students who spent more than 1.9 hours on campus than did the students who

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[18] The percentages and frequency polygons for Thorpe and Schweitzer are presented for the reader's information, but becuase of the extremely low numbers the percentages shouldn't be compared to percentages for other Houses. For this reason, Thorpe and Schweitzer are generally omitted from the discussion unless otherwise stated.

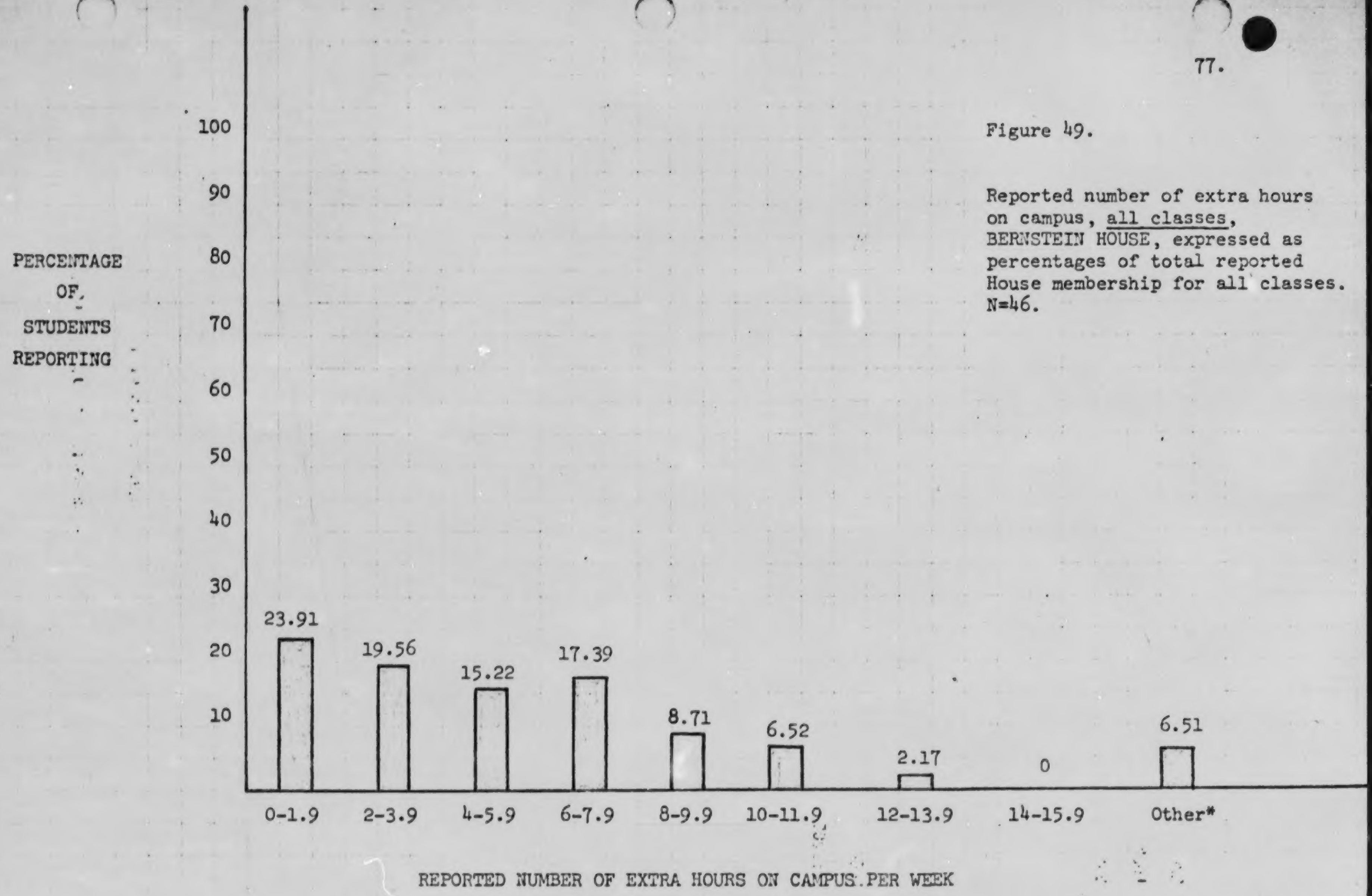


Figure 49.

Reported number of extra hours on campus, all classes, BERNSTEIN HOUSE, expressed as percentages of total reported House membership for all classes. N=46.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

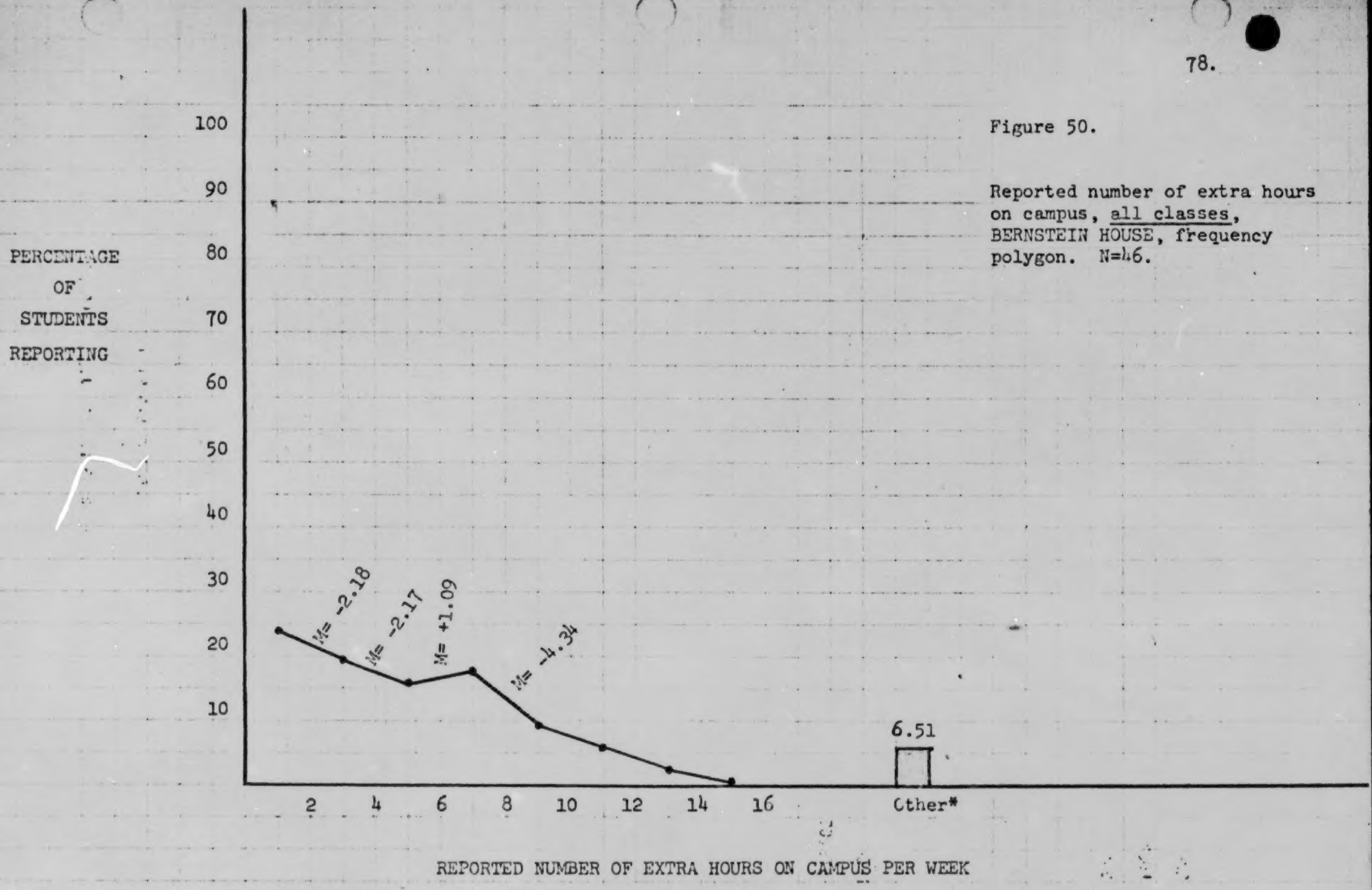


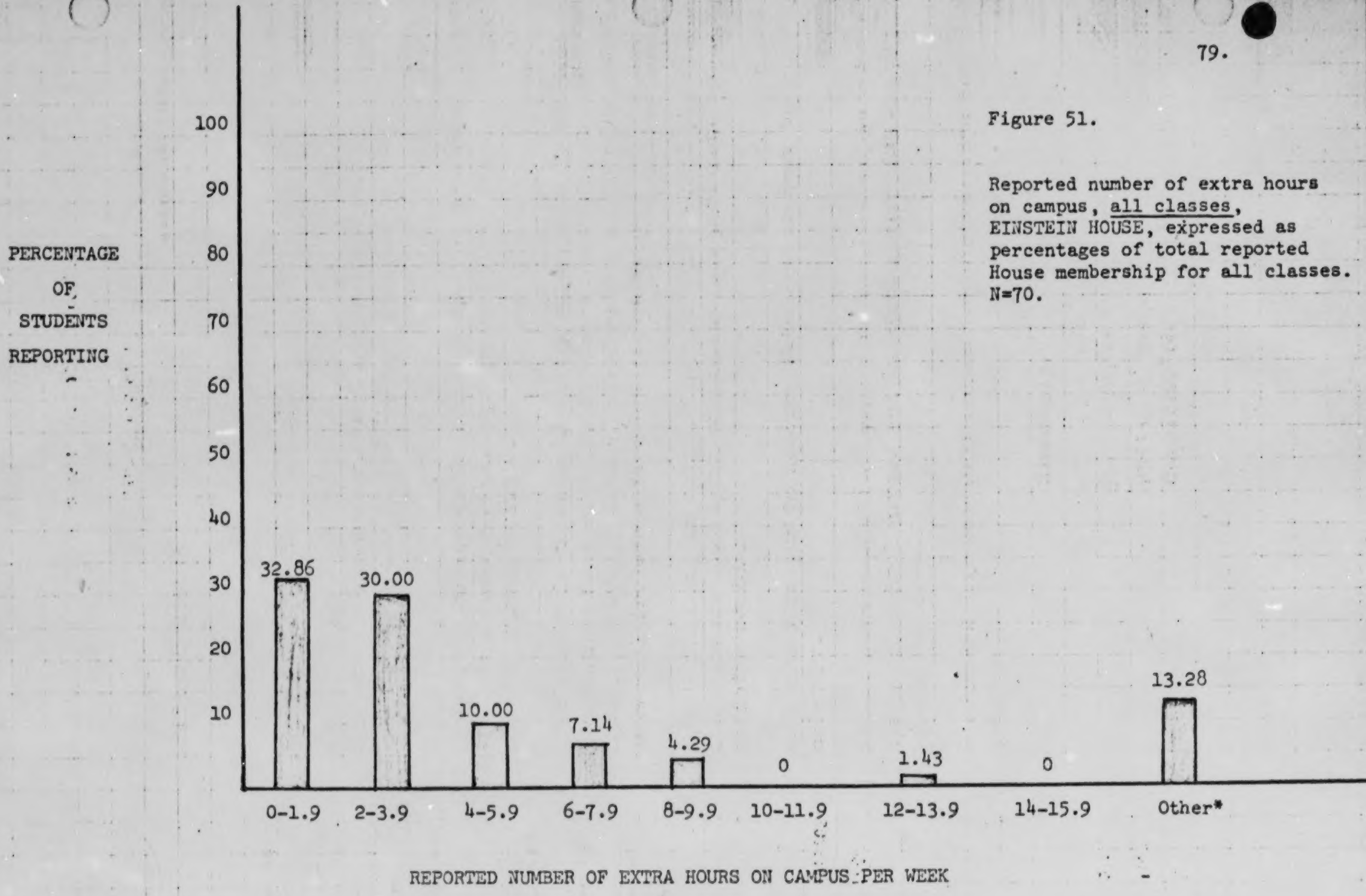
Figure 50.

Reported number of extra hours on campus, all classes, BERNSTEIN HOUSE, frequency polygon. N=46.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 51.

Reported number of extra hours on campus, all classes, EINSTEIN HOUSE, expressed as percentages of total reported House membership for all classes. N=70.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

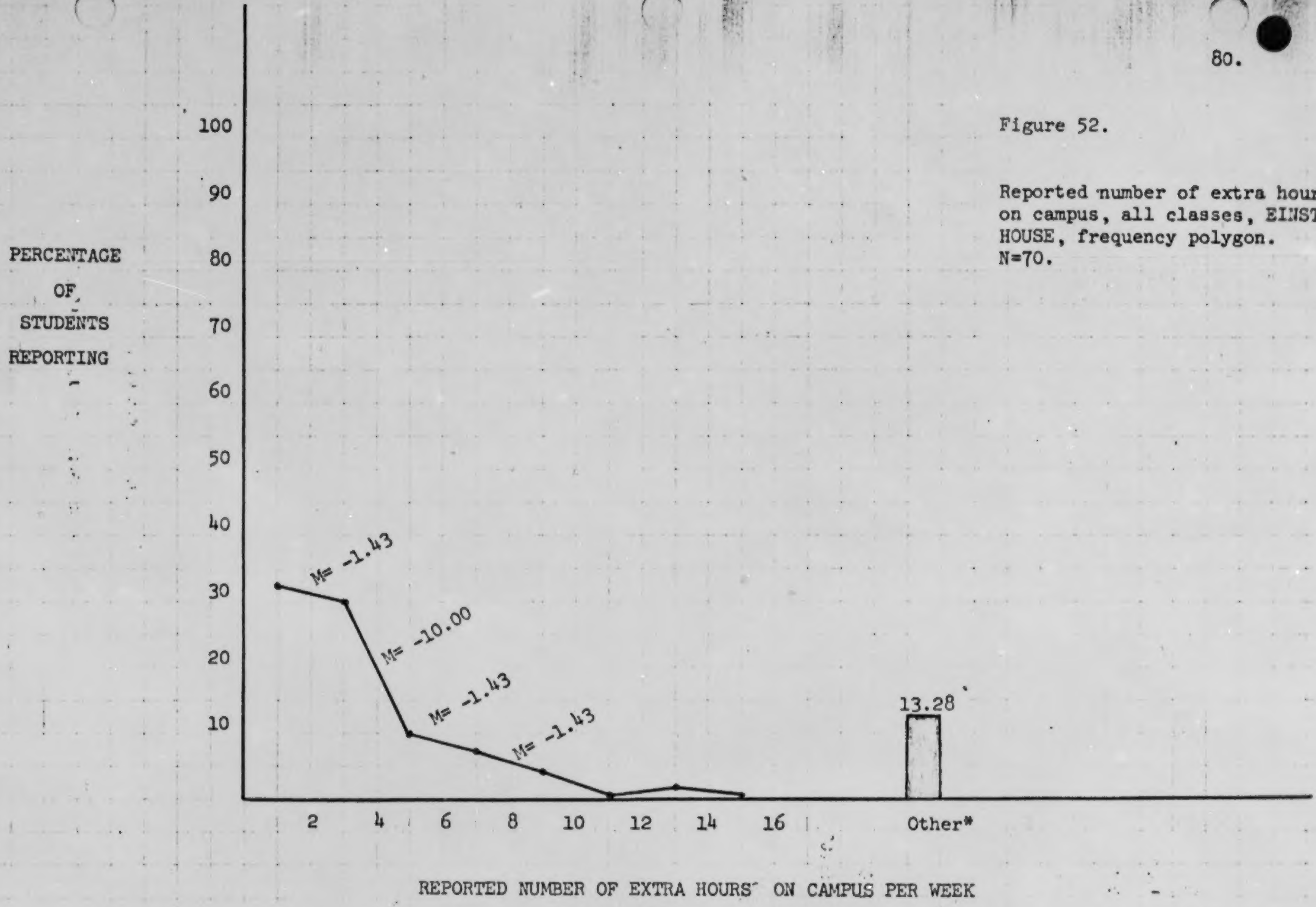


Figure 52.

Reported number of extra hours on campus, all classes, EINSTEIN HOUSE, frequency polygon. N=70.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

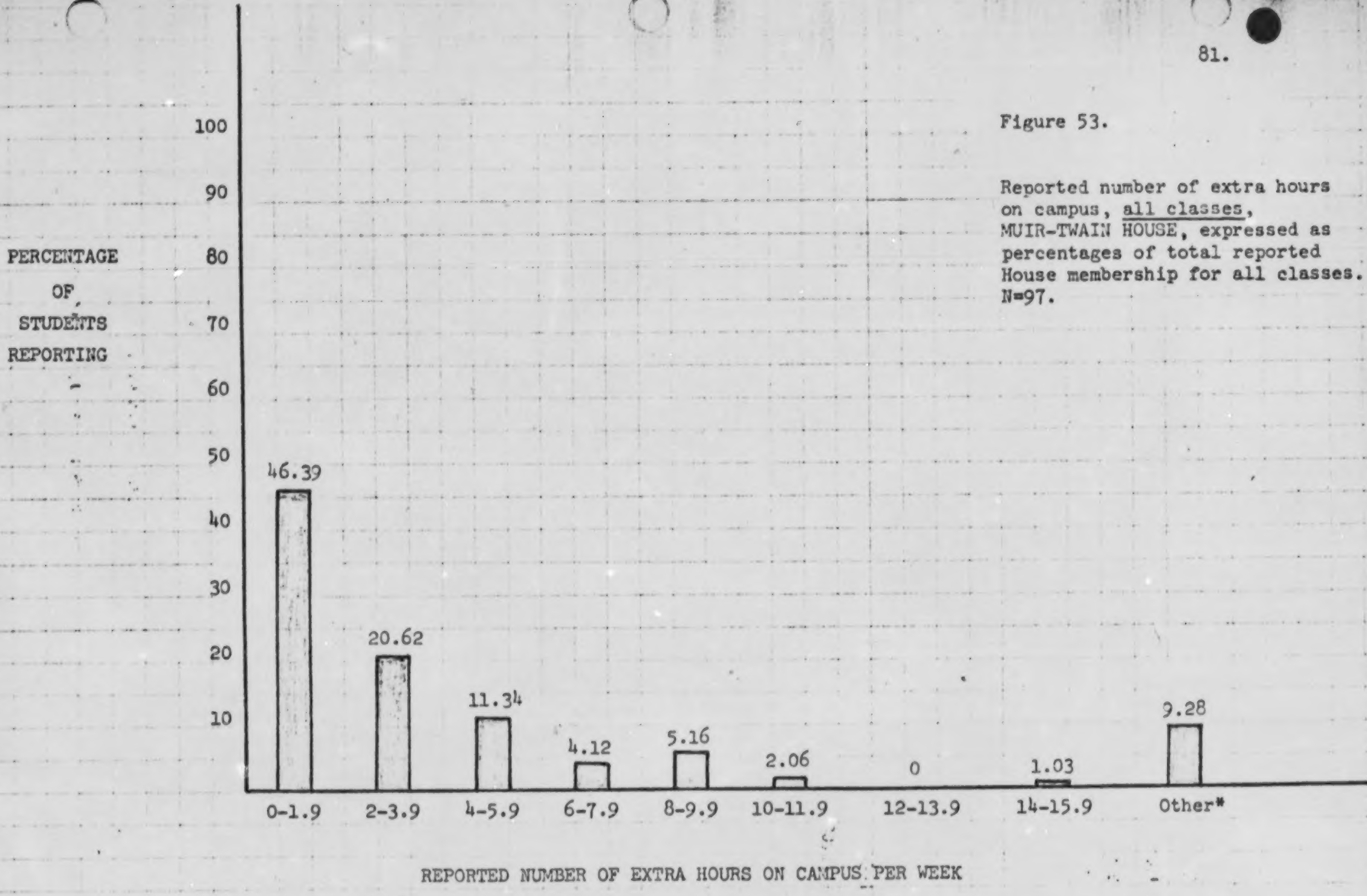


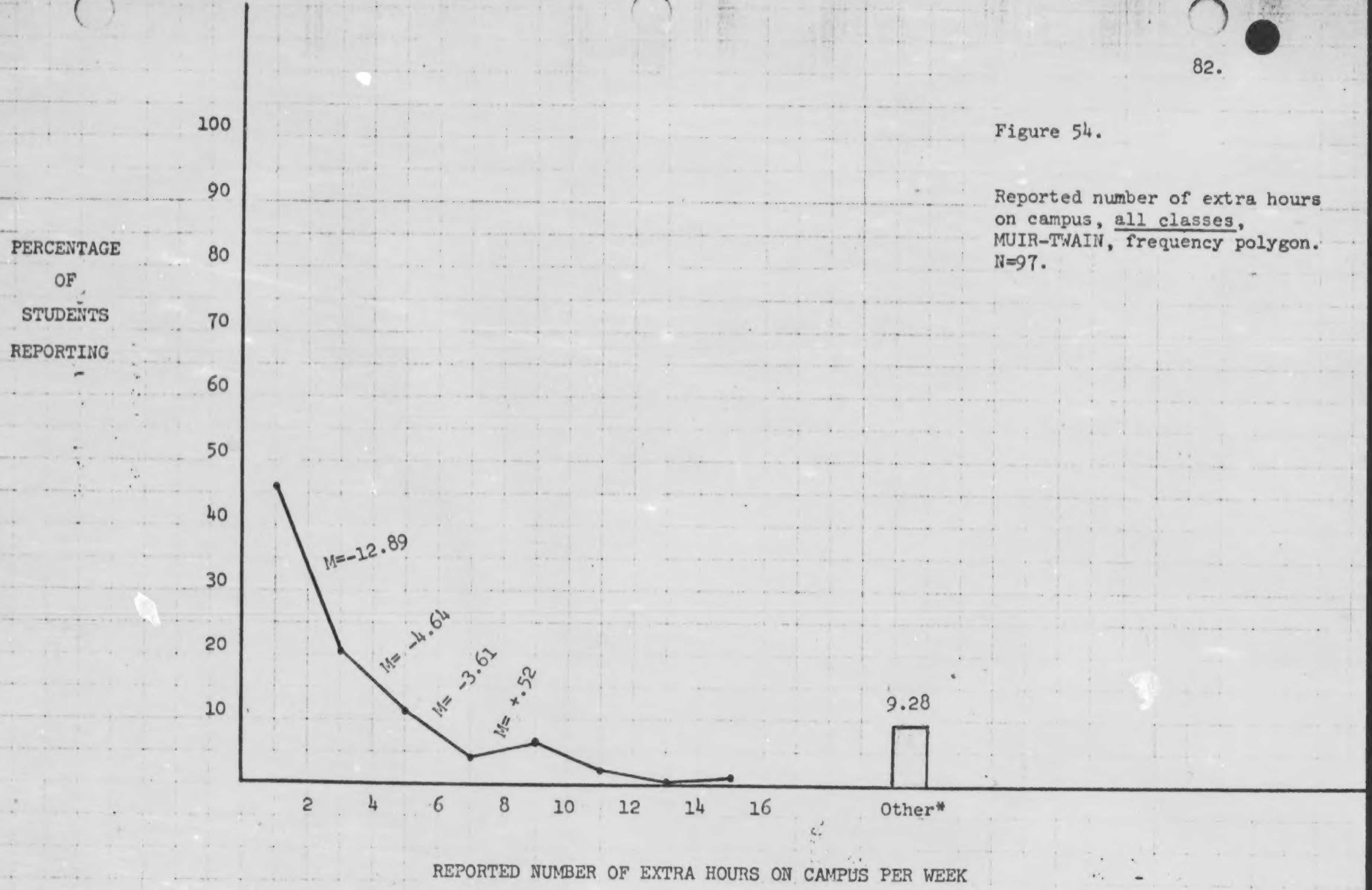
Figure 53.

Reported number of extra hours on campus, all classes, MUIR-TWAIN HOUSE, expressed as percentages of total reported House membership for all classes. N=97.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 54.

Reported number of extra hours on campus, all classes, MUIR-TWAIN, frequency polygon. N=97.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

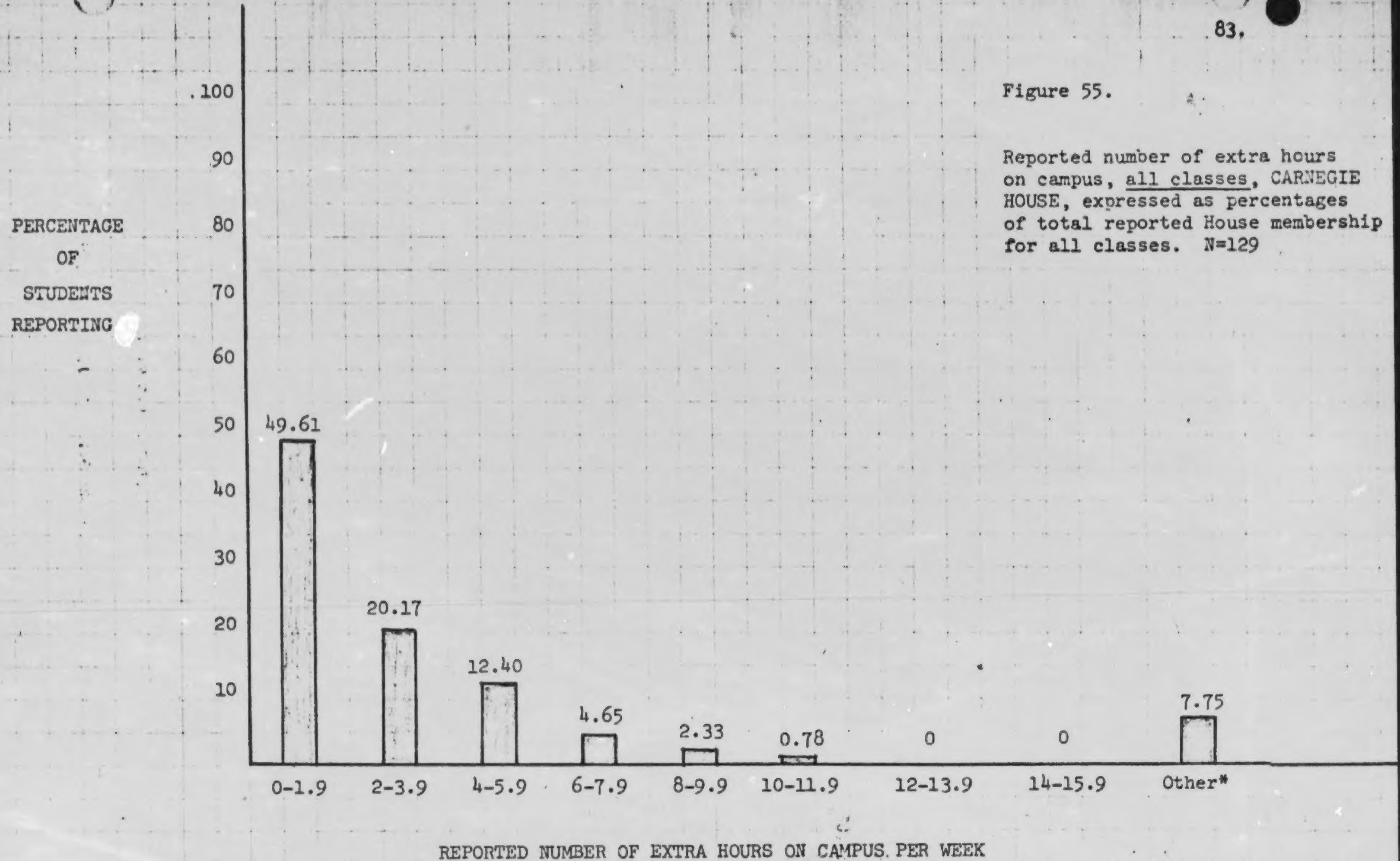


Figure 55.

Reported number of extra hours on campus, all classes, CARNEGIE HOUSE, expressed as percentages of total reported House membership for all classes. N=129

*Includes the categories "No class hours reported," "Excessive total hours reported" and "Misread question."

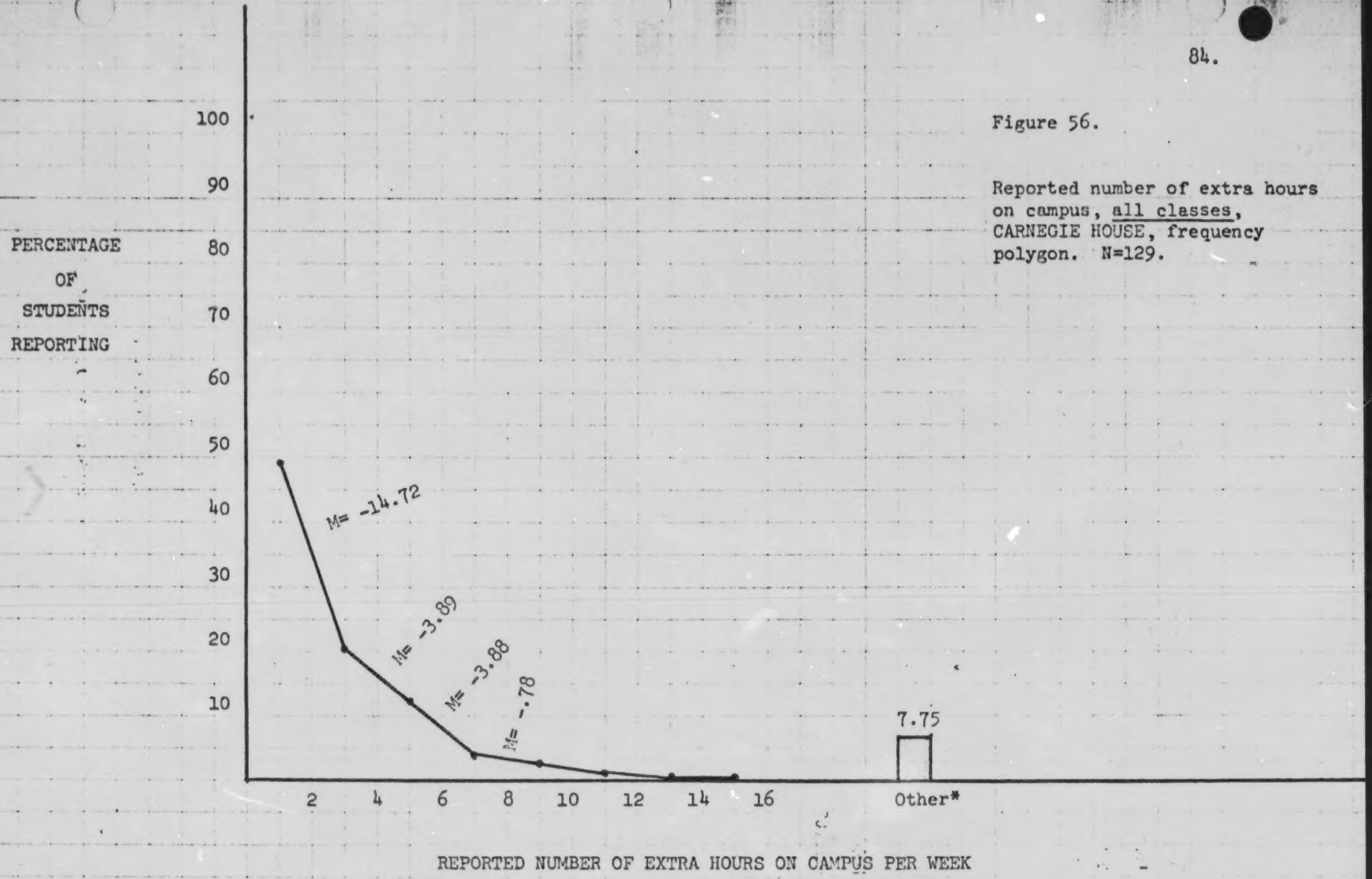


Figure 56.

Reported number of extra hours on campus, all classes, CARNEGIE HOUSE, frequency polygon. N=129.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

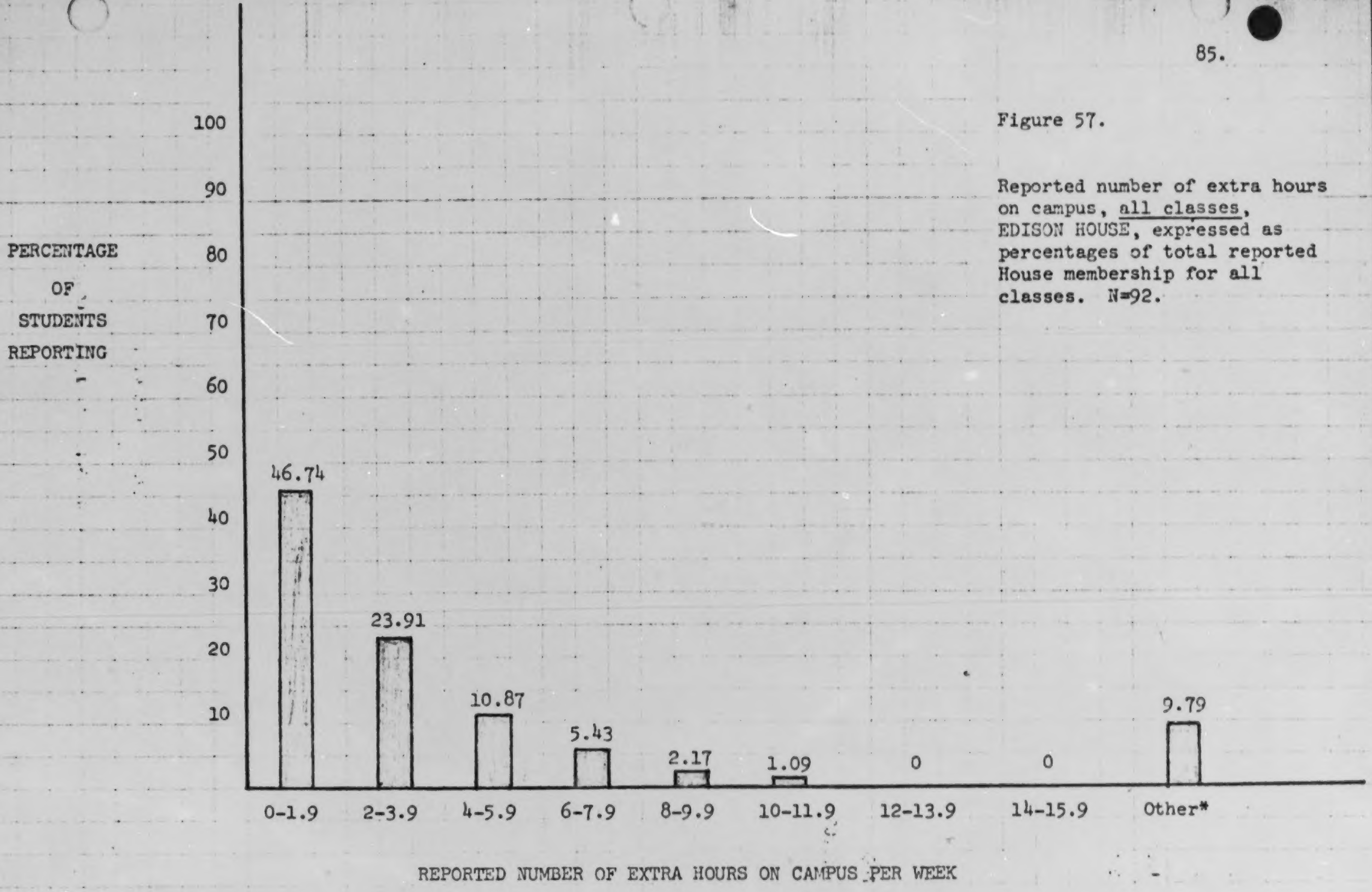


Figure 57.

Reported number of extra hours on campus, all classes, EDISON HOUSE, expressed as percentages of total reported House membership for all classes. N=92.

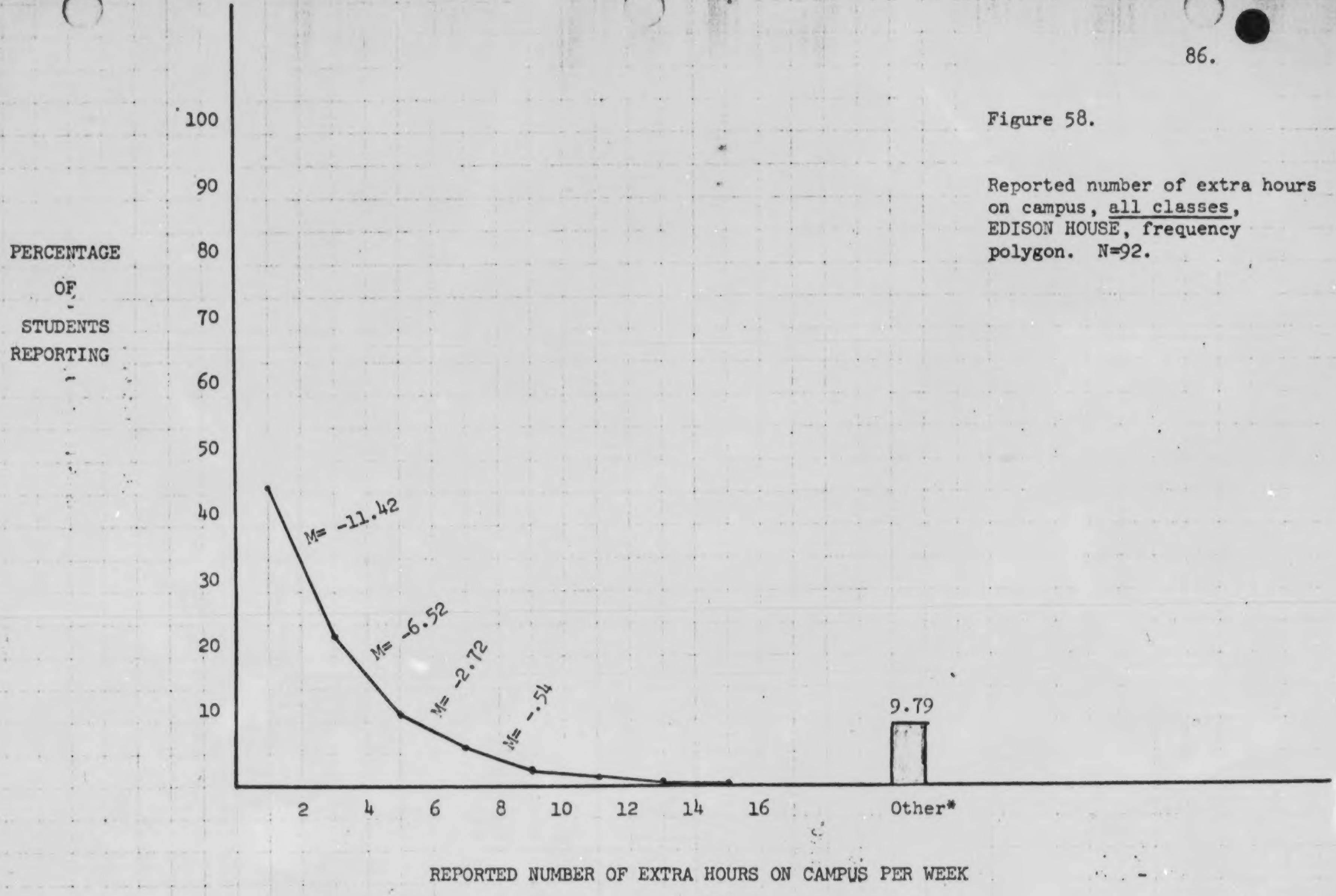
153

*Includes the categories, "No class hours reported," "Excessive total hours reported," and "Misread question."

154

Figure 58.

Reported number of extra hours on campus, all classes, EDISON HOUSE, frequency polygon. N=92.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

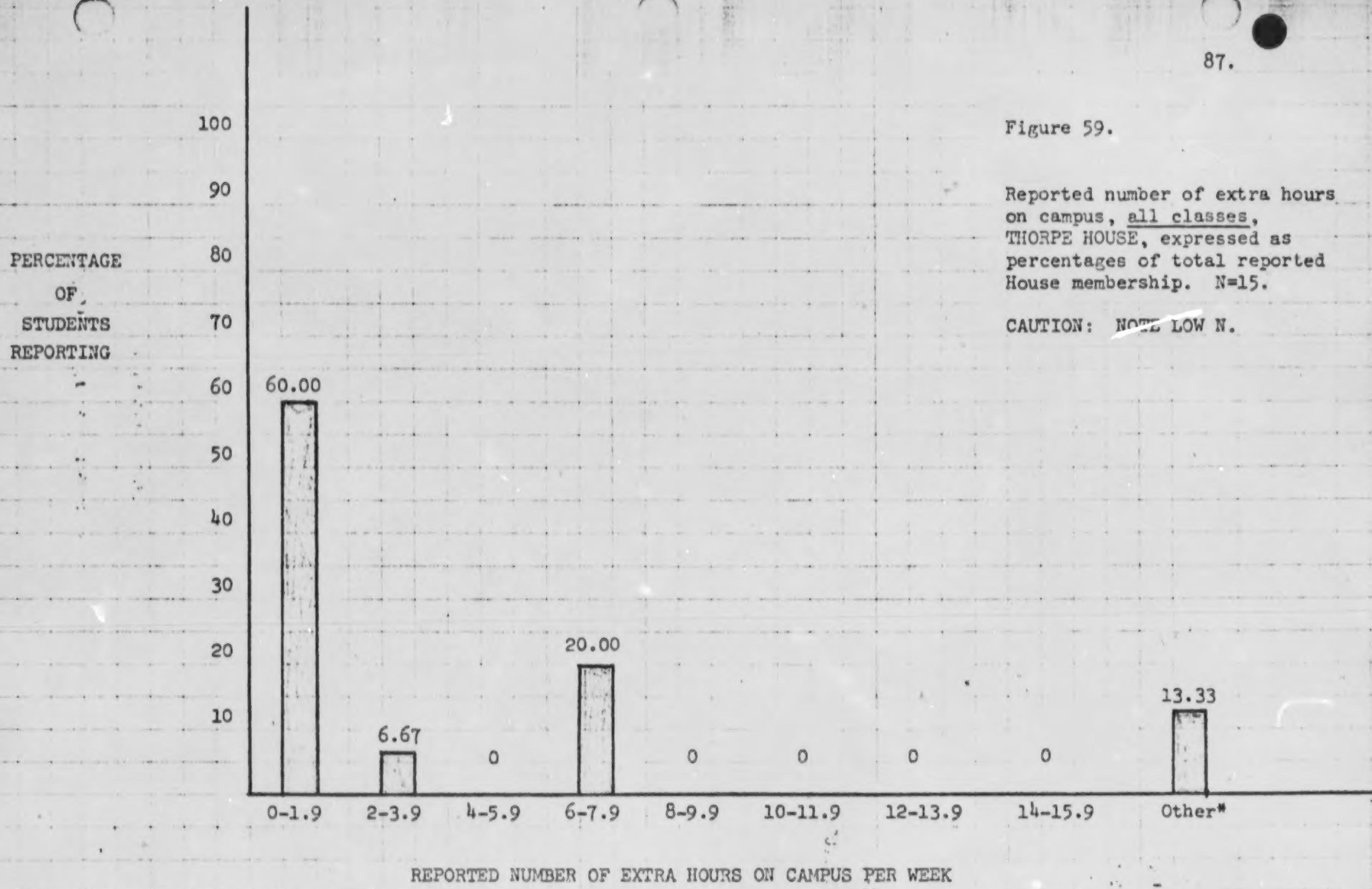


Figure 59.

Reported number of extra hours on campus, all classes, THORPE HOUSE, expressed as percentages of total reported House membership. N=15.

CAUTION: NOTE LOW N.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

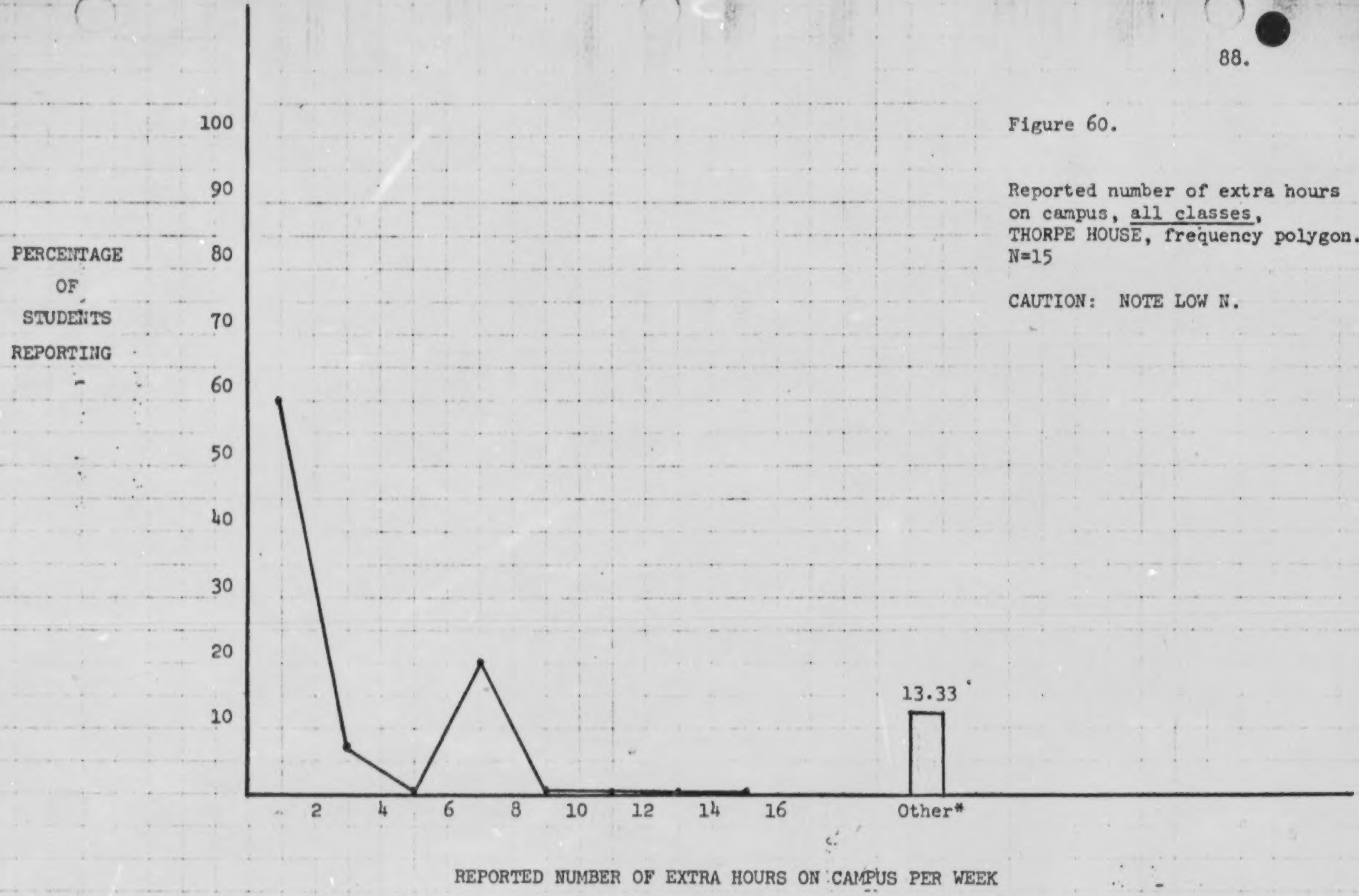


Figure 60.

Reported number of extra hours on campus, all classes, THORPE HOUSE, frequency polygon. N=15

CAUTION: NOTE LOW N.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

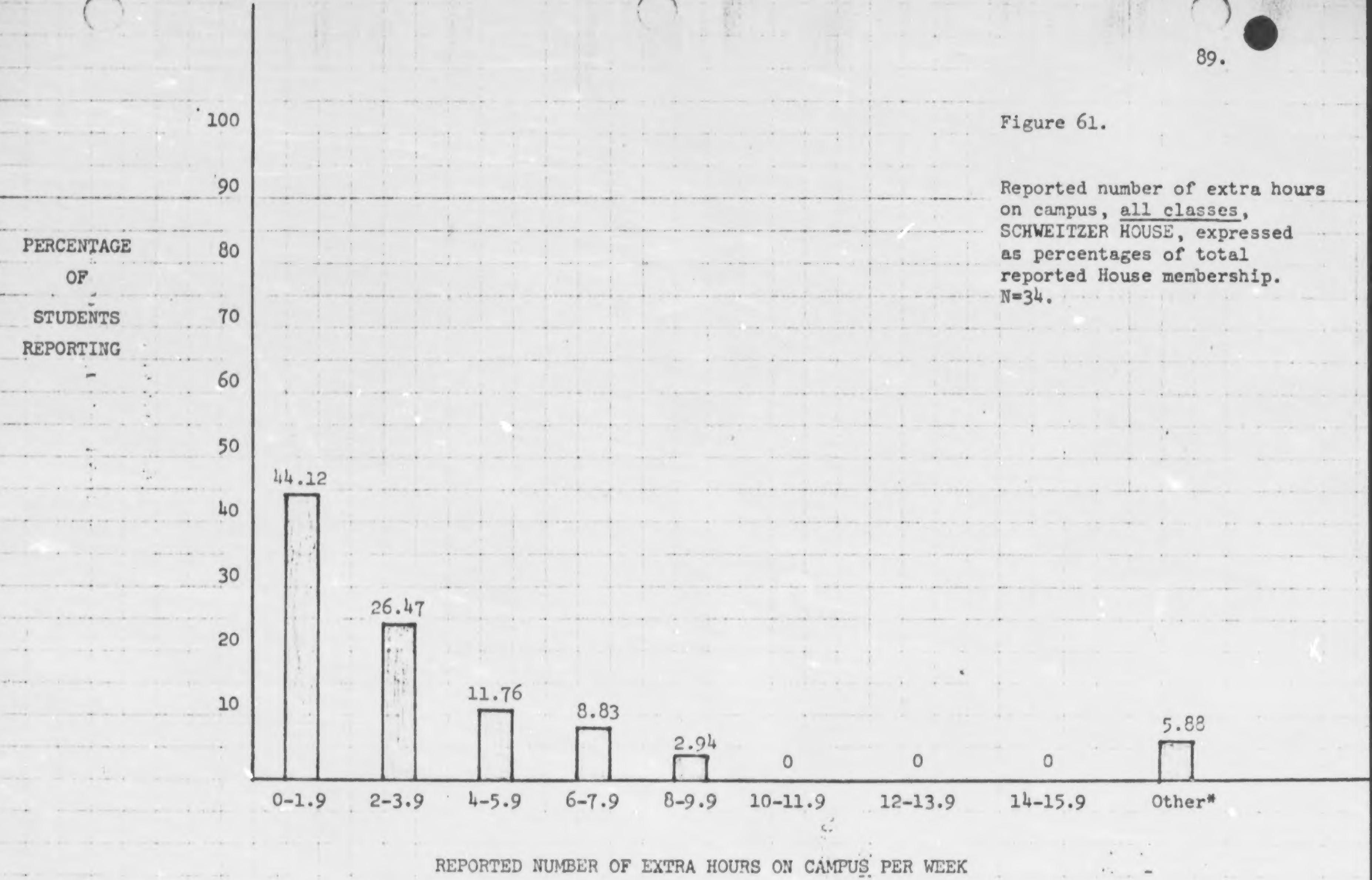


Figure 61.

Reported number of extra hours on campus, all classes, SCHWEITZER HOUSE, expressed as percentages of total reported House membership. N=34.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

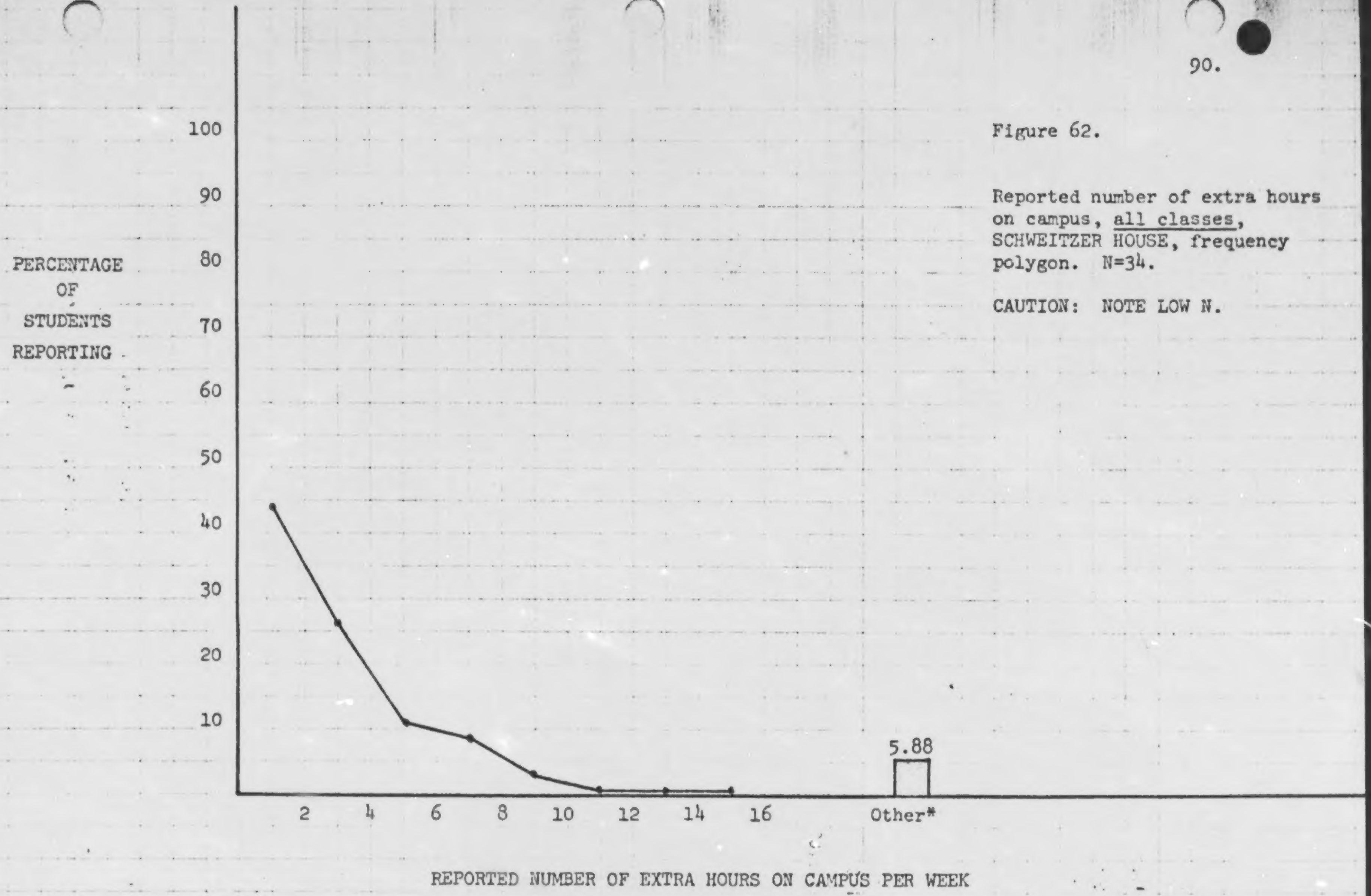


Figure 62.

Reported number of extra hours on campus, all classes, SCHWEITZER HOUSE, frequency polygon. N=34.

CAUTION: NOTE LOW N.

*Includes the categories, "No class hours reported," "Excessive total hours reported," and "Misread question."

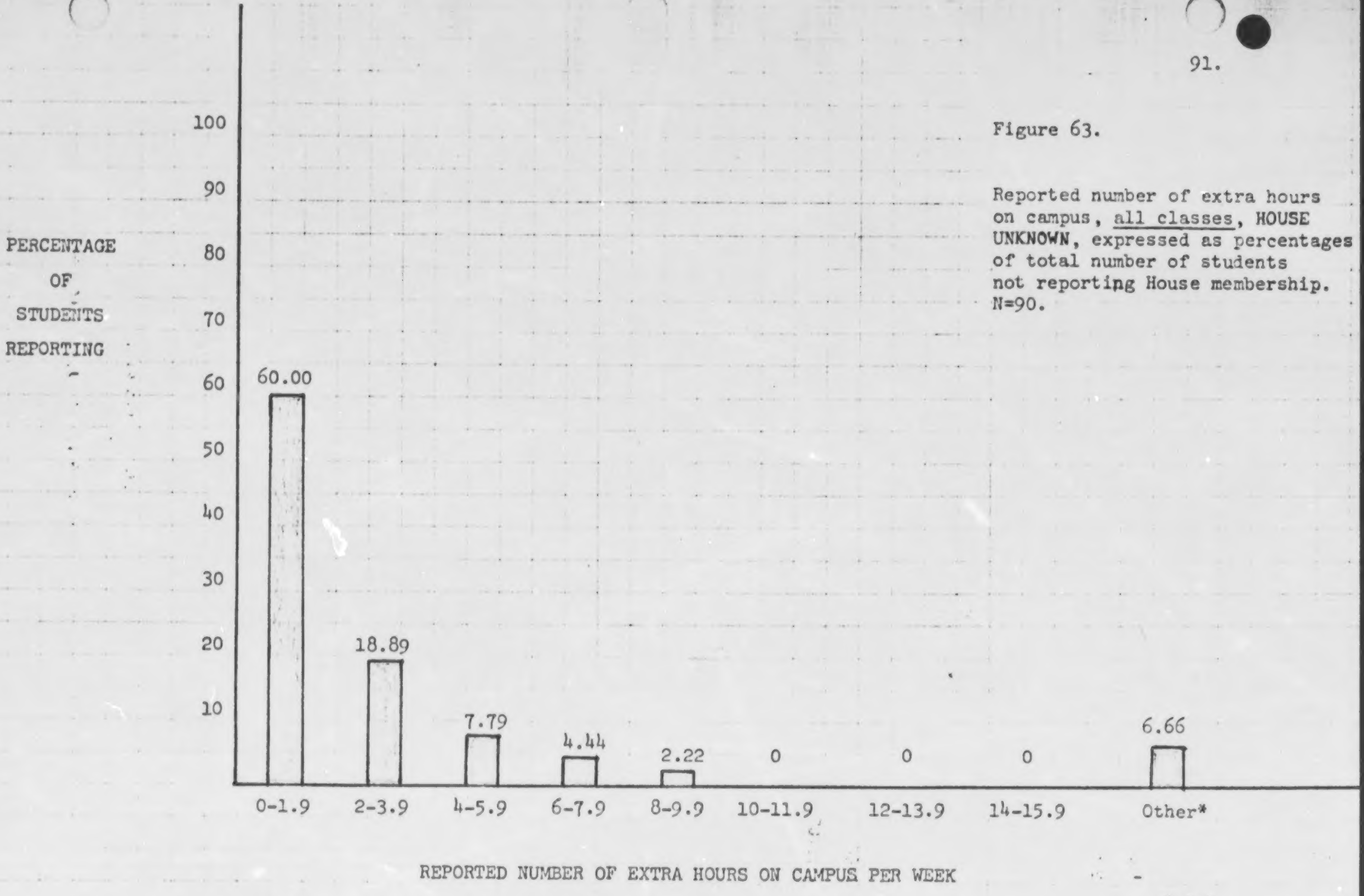


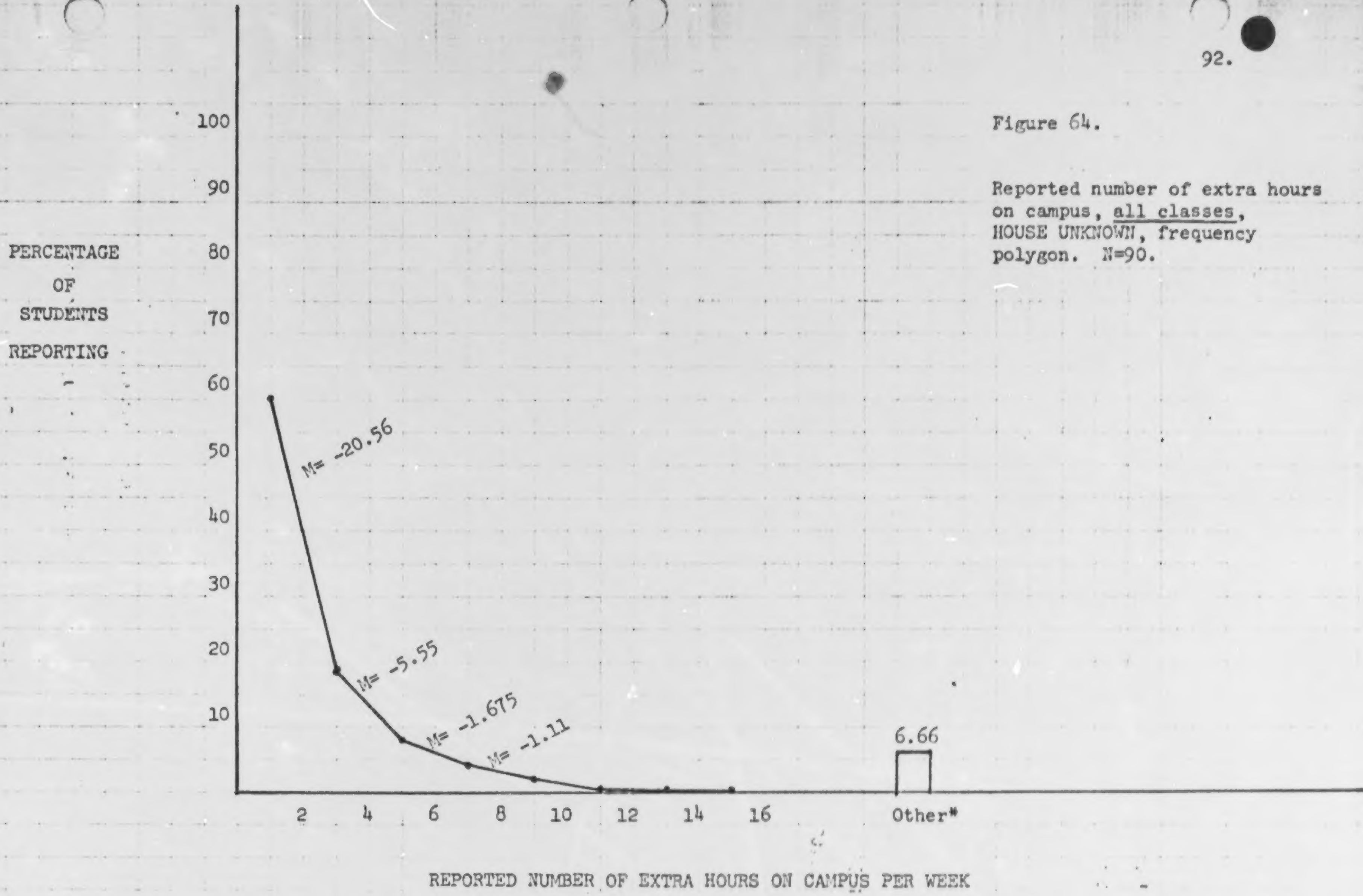
Figure 63.

Reported number of extra hours on campus, all classes, HOUSE UNKNOWN, expressed as percentages of total number of students not reporting House membership. N=90.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 64.

Reported number of extra hours on campus, all classes, HOUSE UNKNOWN, frequency polygon. N=90.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

were able to name their House. Taking *all classes*, combined then, both day and extended day, one can conclude that the students' being able to name their Houses is related to the number of extra hours per week they spend on campus. (Remember, however, that this was *not* found for the day classes alone.) This difference between those students reporting "House Unknown" and students who did name a House is further pointed up by a comparison of the frequency polygon for "House Unknown" (Figure 64) and the frequency polygon for all Houses combined (Figure 20 on page 41); note how much steeper the slopes of the "House Unknown" frequency polygon are.

For those students who *did* name a House, note again (as for the day classes) that those students who reported Bernstein House membership had the highest percentage of students who spend more than 1.9 hours per week on campus, while Carnegie had the lowest.[19]

For *all classes*, the following are the arithmetic means for extra hours on campus for each House:

Bernstein:	M=4.081	
Einstein:	M=2.700	
Muir-Twain:	M=2.357	
Carnegie:	M=1.909	
Edison:	M=1.976	
Thorpe:	M=1.769	(N=13)
Schweitzer:	M=2.172	(N=32)
House unknown:	M=1.678	

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[19] Thorpe and Schweitzer are not included in this discussion because of the low number of students reporting membership for these Houses. That is, even though Thorpe House had a higher percentage of students spending 0-1.9 hours on campus than did Carnegie, the Thorpe percentage may or may not be valid because of the low numbers and it is therefore omitted from this discussion.

(2) Reported number of hours per week worked. The second factor we shall examine for its possible effect on the number of extra hours spent on campus is how many hours per week the student works. That is, is a student more likely to spend extra time on campus the fewer hours per week he has to work?

Figures 65-67 present in table form the number of extra hours on campus broken down by number of hours per week worked. (Note that some percentages are for combined categories). Figures 68-70 present these data in scattergram form, with the two variables (extra hours on campus and hours per week worked) plotted against each other. Note that in general, for day classes, extended day classes, and both taken together, that the points tend to be clustered between zero and 1 on the y-axis (i.e., the extra-hours-on-campus axis), but tend to be more dispersed along the x-axis (i.e., the hours-worked axis) with clusters occurring at the categories 0-5, 15-20, 21-25, and 36-40. Note further that in general for day classes, extended day classes, and both taken together, that there is no linear relationship between the two variables; i.e., one cannot say for this population that there is a direct relationship between the number of hours a student works and the number of hours he spend on campus. We may, however, be able to find partial relationships by looking at extra hours on campus separately for each category of hours per week worked. That is, we shall be looking at each column in Figures 65-67 plotted as a separate graph. Figures 71-86 display extra hours on campus for each category of hours worked.[20]

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[20] Graphed data are not presented for some categories of extended day classes because of very small numbers.

For the day classes (Figures 71-77), note first of all that all frequency polygons have in general negative slope, i.e., for all categories of hours per week worked, as the number of extra hours on campus goes up, the number of students goes down. Note further that the frequency polygon for 6-15 hours per week worked has the gentlest slopes, with the categories 16-20 hours per week worked and 0-5 hours per week worked having the next gentlest. Note that the steepest initial segmental slope occurs not at the largest number of hours per week worked, as might intuitively be expected, but rather at the category 21-25 hours per week worked, with the next steepest at 36-40 hours per week worked. Taken altogether, this means that there does not seem to be a clear relationship between the number of extra hours a student spends on campus per week and the number of hours per week he or she must work. This is further borne out by looking at the arithmetic means for each of these work categories:[21]

0-5 hours per week worked: M=2.746
6-10 hours per week worked: M=3.333
11-15 hours per week worked: M=3.833
16-20 hours per week worked: M=2.271
21-25 hours per week worked: M=1.838
26-30 hours per week worked: M=2.714
31-35 hours per week worked: M=1.882
36-40 hours per week worked: M=1.988
41-45 hours per week worked: M=2.333 (N=3)
46-50 hours per week worked: M=2.667
51-55 hours per week worked: -------
56+ hours per week worked: M=1.000 (N=3)
Housewife M=3.200
Hours worked vary M=1.500

Note again that except for the 56+ category (which has an extremely small N), the category 21-25 hours per week worked has the smallest mean number of extra hours on campus, while the 6-10 hours per week worked and the 11-15 hours per week worked categories have the largest mean number of extra hours on campus.

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[21] These arithmetic means were computed from raw, not grouped, data. Again, all the previous cautions discussed about means apply here.

REPORTED NUMBER OF HOURS PER WEEK WORKED

REPORTED NUMBER OF EXTRA HOURS ON CAMPUS PER WEEK

	0-5	6-15	16-20	21-25	26-35	36-40	41-45	46-50	51-55	56+	House Wife	Varies
0- 1.9	76 37.25	8 27.59	27 41.54	23 57.50	20 40.00	21 47.73	1	4	0	2	3	2
2-3.9	43 21.09	8 27.59	15 23.06	6 15.00	14 28.00	9 20.45	1	3	0	1	0	2
4-5.9	24 11.76	5 17.24	12 18.46	4 10.00	4 8.00	7 15.91	1	0	0	0	0	0
6-7.9	22 10.78	2 6.90	4 6.15	1 2.50	4 8.00	2 4.55	0	0	0	0	1	0
8-9.9	9 4.41	1 3.44	1 1.54	3 7.50	2 4.00	1 2.27	0	2	0	0	0	0
10-11.9	4 1.96	1 3.44	0	0	1 1.00	0	0	0	0	0	1	0
12-13.9	0	2 6.90	0	0	0	0	0	0	0	0	0	0
14-15.9	1 0.49	0	0	0	0	0	0	0	0	0	0	0
Other*	25 12.25	2 6.90	6 9.24	3 7.50	5 10.00	4 9.09	0	0	0	0	1	1

*Includes the categories "No class hours reported" "Excessive total hours" and "Misread question."

Reported number of extra hours on campus broken down by reported number of hours worked, day classes, expressed as raw data and percentages below. N=458.

Figure 66.

REPORTED NUMBER OF HOURS PER WEEK WORKED

REPORTED NUMBER OF EXTRA HOURS ON CAMPUS PER WEEK

	0-5	6-15	16-20	21-25	26-35	36-40	41-45	46-50	51-55	56+	House Wife	Varies
0-1.9	23 74.19	3	0	2	7	41 73.21	1	5	0	4	0	0
2-3.9	6 19.34	2	1	1	3	9 16.07	1	0	0	0	0	0
4-5.9	0	0	1	0	2	3 5.36	1	0	0	1	0	0
6-7.9	0	0	0	0	0	2 3.57	0	0	0	0	0	0
8-9.9	0	0	0	0	0	1 1.79	0	0	0	0	0	0
10-11.9	0	0	0	0	0	0	0	0	0	0	0	0
12-13.9	0	0	0	0	0	0	0	0	0	0	0	0
14-15.9	0	0	0	0	0	0	0	0	0	0	0	0
Other*	2 6.46	1	0	2	1	0	1	0	1	0	0	0

*Includes the categories "No class hours reported," "Excessive total hours," and "Misread question."

Reported number of extra hours on campus broken down by reported number of hours worked, **extended day classes**, expressed as raw data and as percentages below. N=128.

REPORTED NUMBER OF HOURS PER WEEK WORKED

Figure 67.

REPORTED NUMBER OF EXTRA HOURS ON CAMPUS PER WEEK

	0-5	6-15	16-20	21-25	26-35	36-40	41-56+ and Housewife	Varies
0-1.9	99 42.13	11 31.43	27 40.30	25 55.56	27 42.87	62 62.00	20 55.56	2
2-3.9	49 20.85	10 28.57	16 23.88	7 15.56	17 26.98	18 18.00	6 16.67	2
4-5.9	24 10.21	5 14.29	13 19.40	4 8.88	6 9.52	10 10.00	3 8.33	0
6-7.9	22 9.36	2 5.71	4 5.97	1 2.22	4 6.35	4 4.00	1 2.77	0
8-9.9	9 3.83	1 2.86	1 1.49	3 6.67	2 3.17	2 2.00	2 5.56	0
10-11.9	4 1.70	1 2.86	0	0	1 1.59	0	1 2.77	0
12-13.9	0	2 5.71	0	0	0	0	0	0
14-15.9	1 0.44	0	0	0	0	0	0	0
Other*	27 11.48	3 8.57	6 8.96	5 11.11	6 9.52	4 4.00	4 8.34	1

Reported number of extra hours on campus broken down by reported number of hours worked, all classes, expressed as raw data and as percentages below. N=586.

*Includes the categories "No class hours reported," Excessive total hours" and "Misread question."

Figure 68.

Reported number of extra hours on campus by reported number of hours worked, day classes, scattergram. N=458.

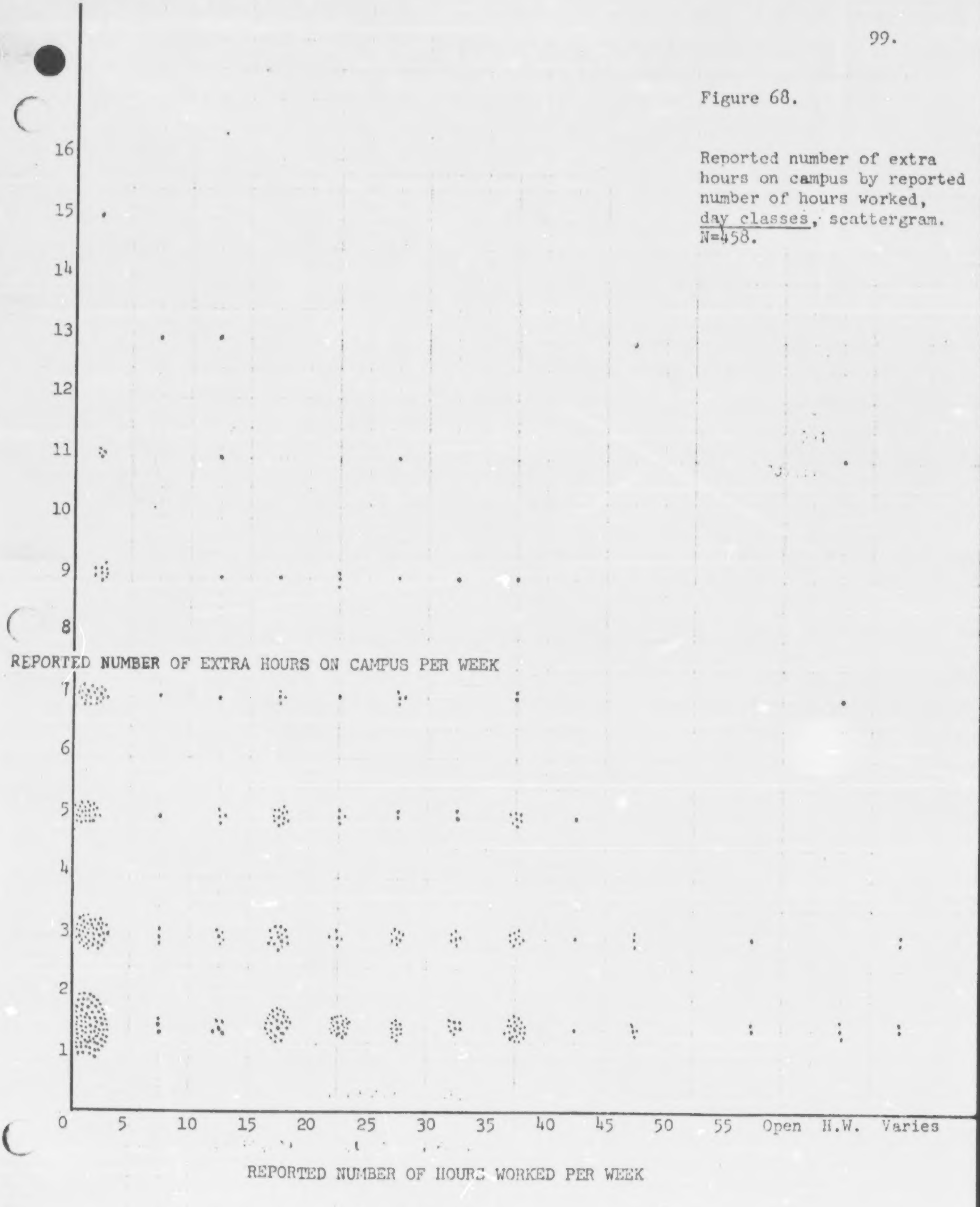


Figure 69.

Reported number of extra hours on campus by reported number of hours worked, **extended day classes**, scattergram. N=128.

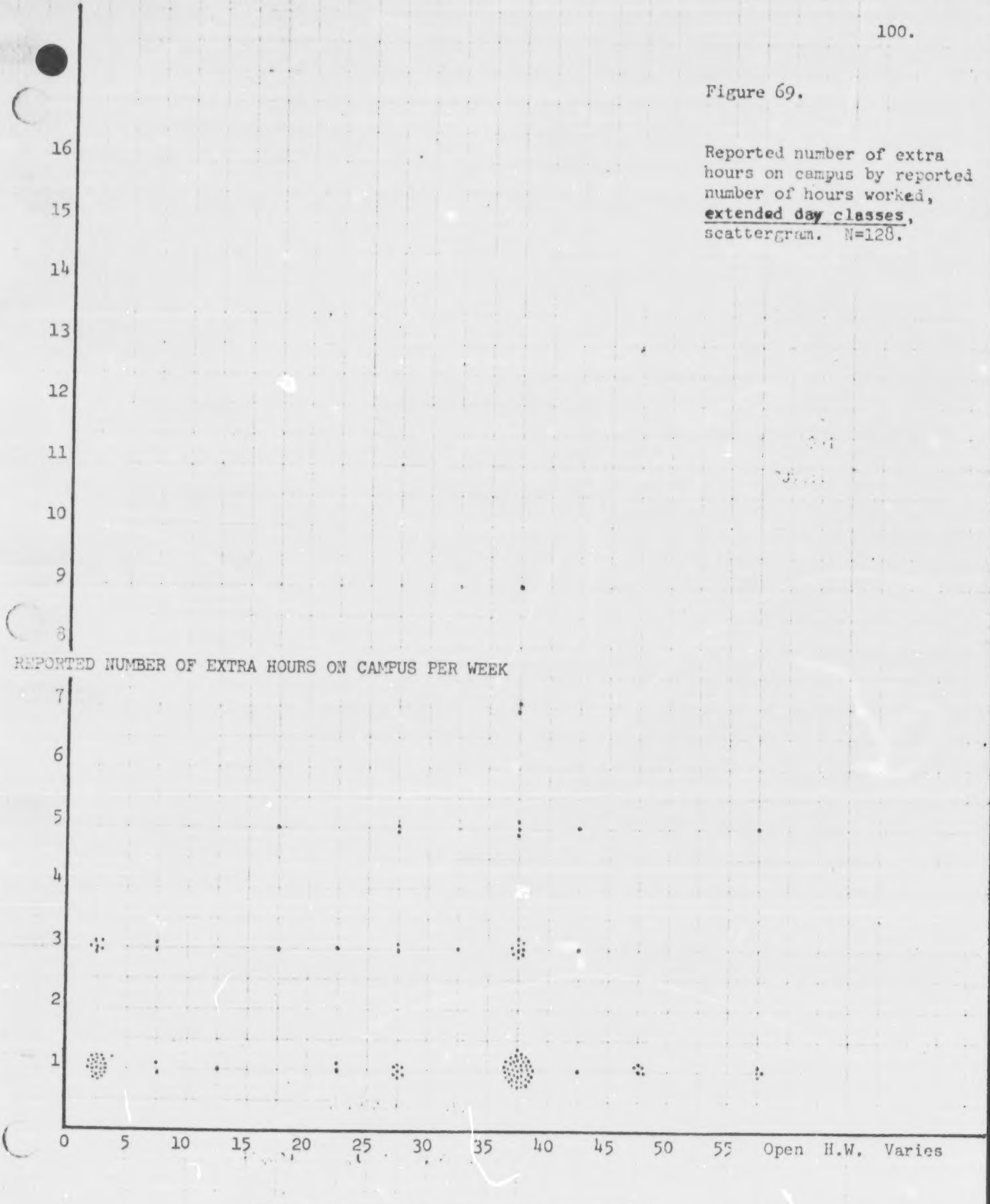


Figure 70.

Reported number of extra hours on campus by reported number of hours worked, **all classes**, scattergram. N=586.

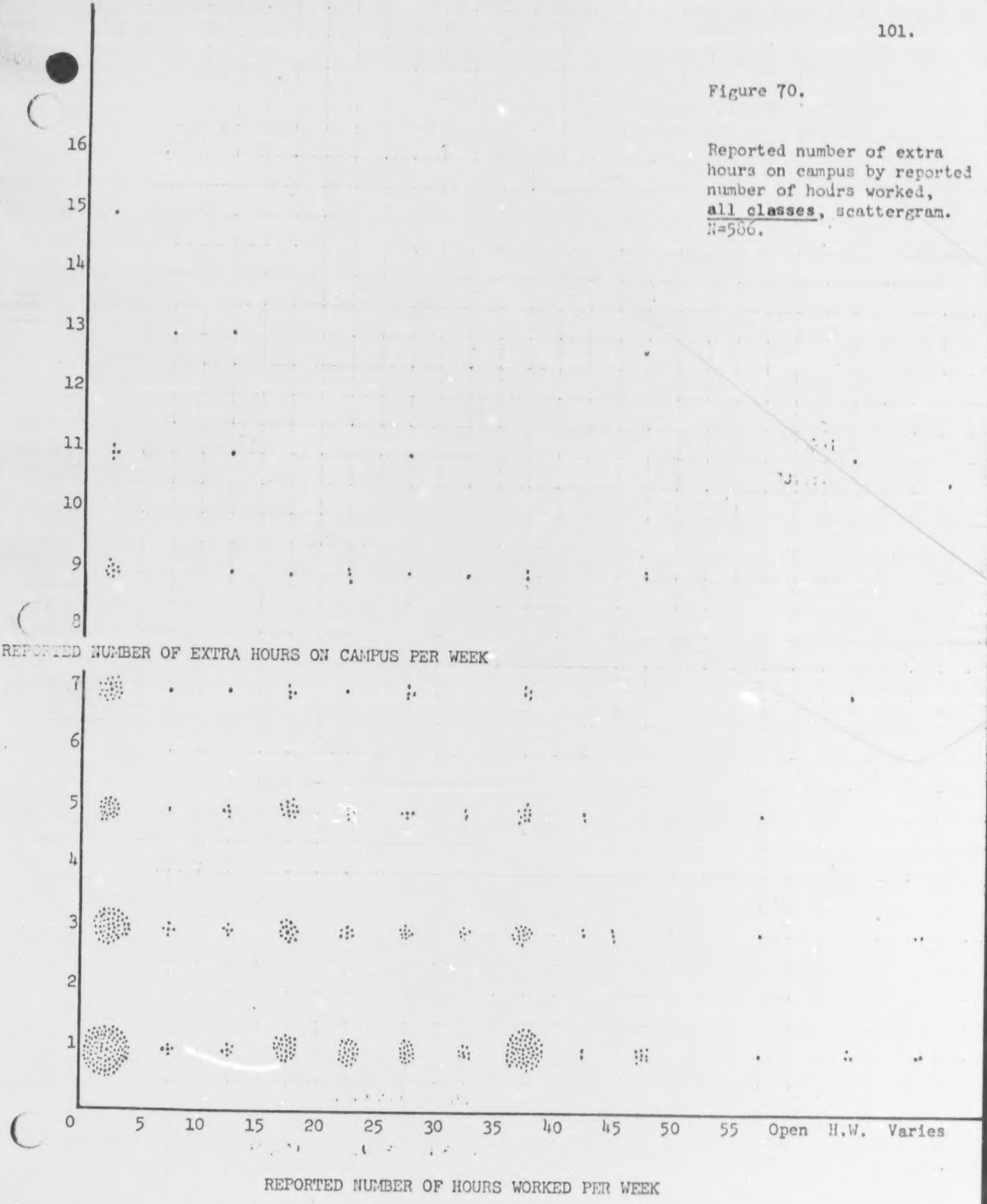
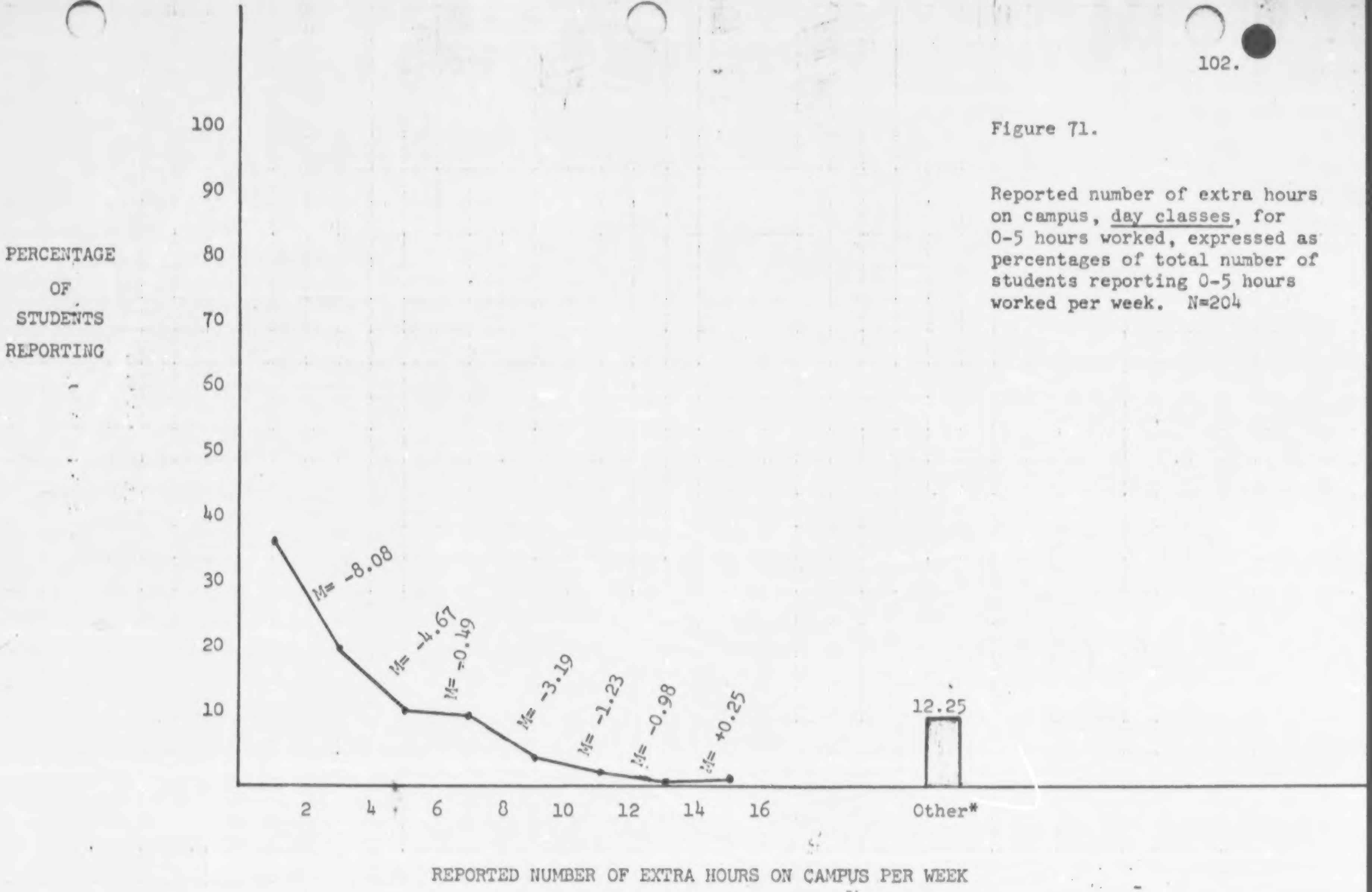


Figure 71.

Reported number of extra hours on campus, day classes, for 0-5 hours worked, expressed as percentages of total number of students reporting 0-5 hours worked per week. N=204



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

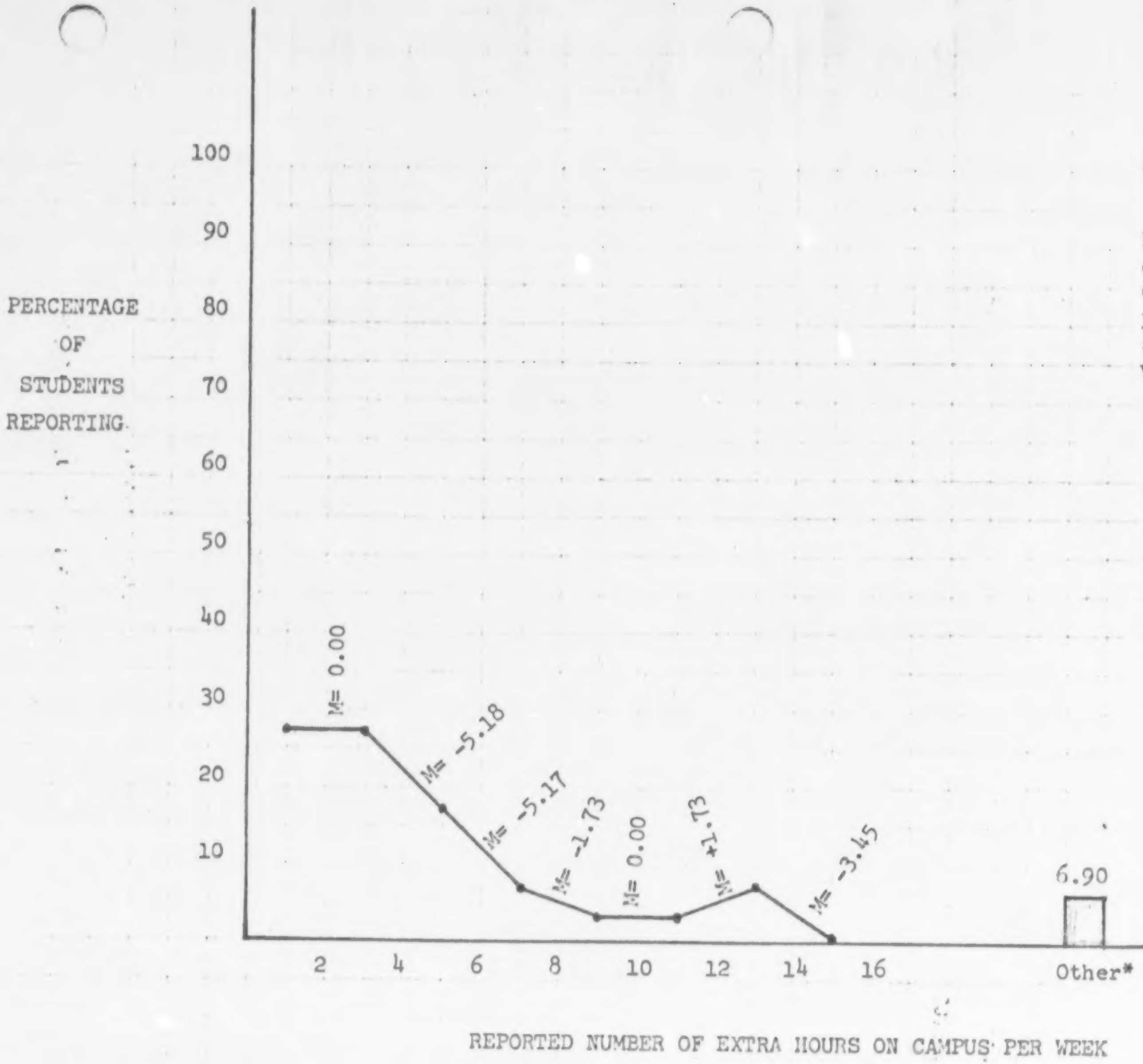


Figure 72.

Reported number of extra hours on campus, day classes, for 6-15 hours worked, expressed as percentages of total number of students reporting 6-15 hours worked per week. N=29.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

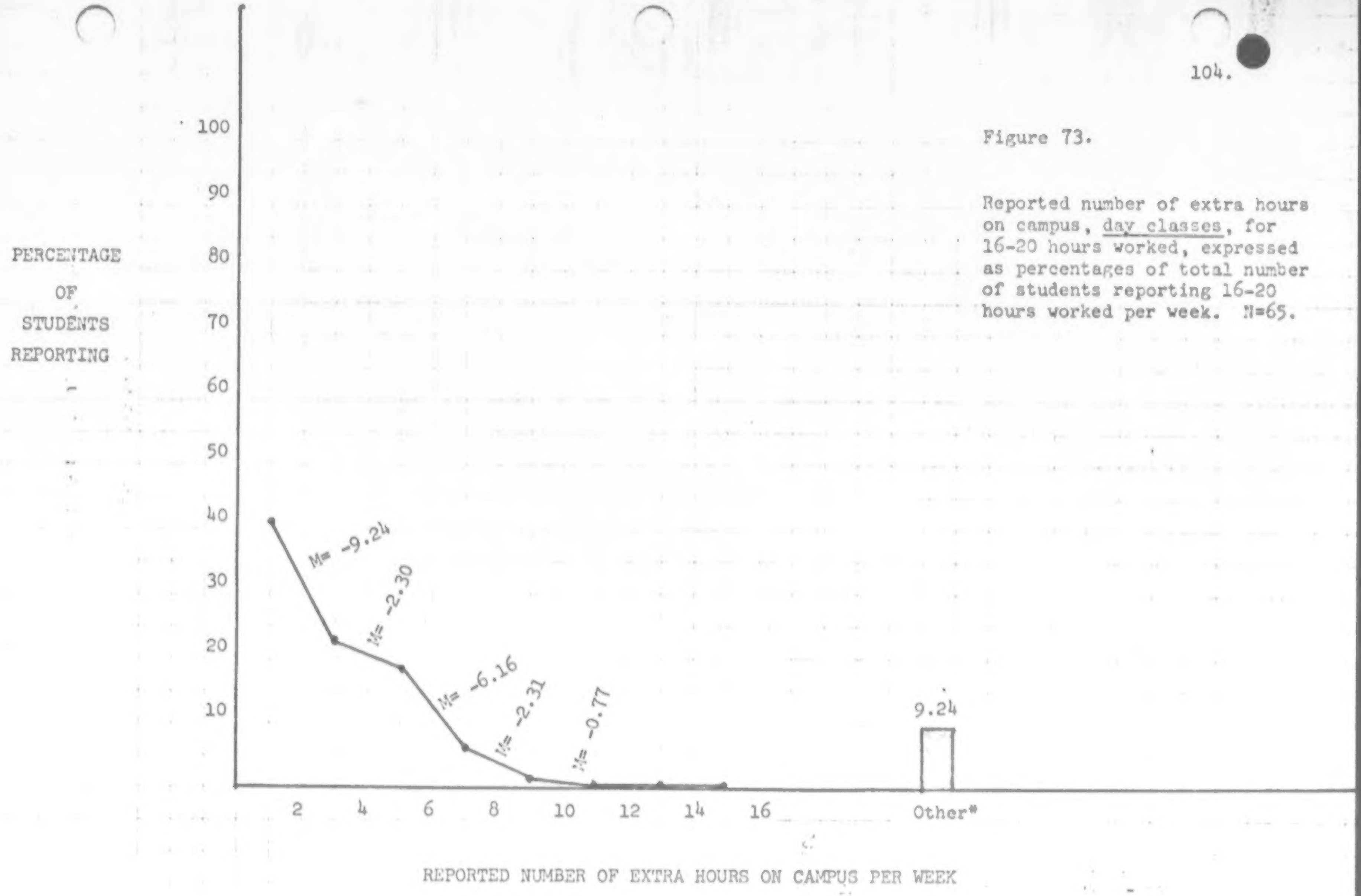


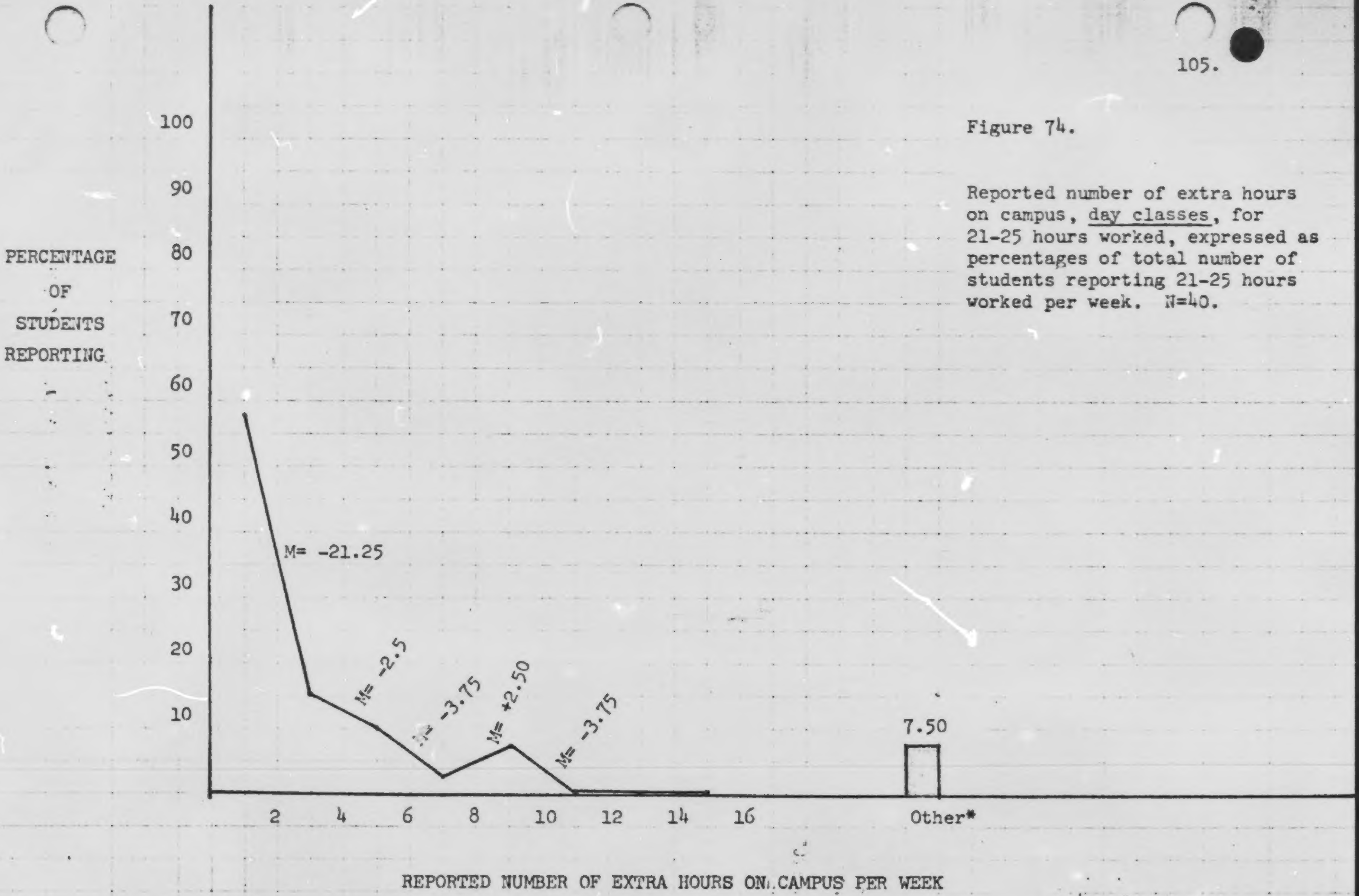
Figure 73.

Reported number of extra hours on campus, day classes, for 16-20 hours worked, expressed as percentages of total number of students reporting 16-20 hours worked per week. N=65.

*Includes the categories, "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 74.

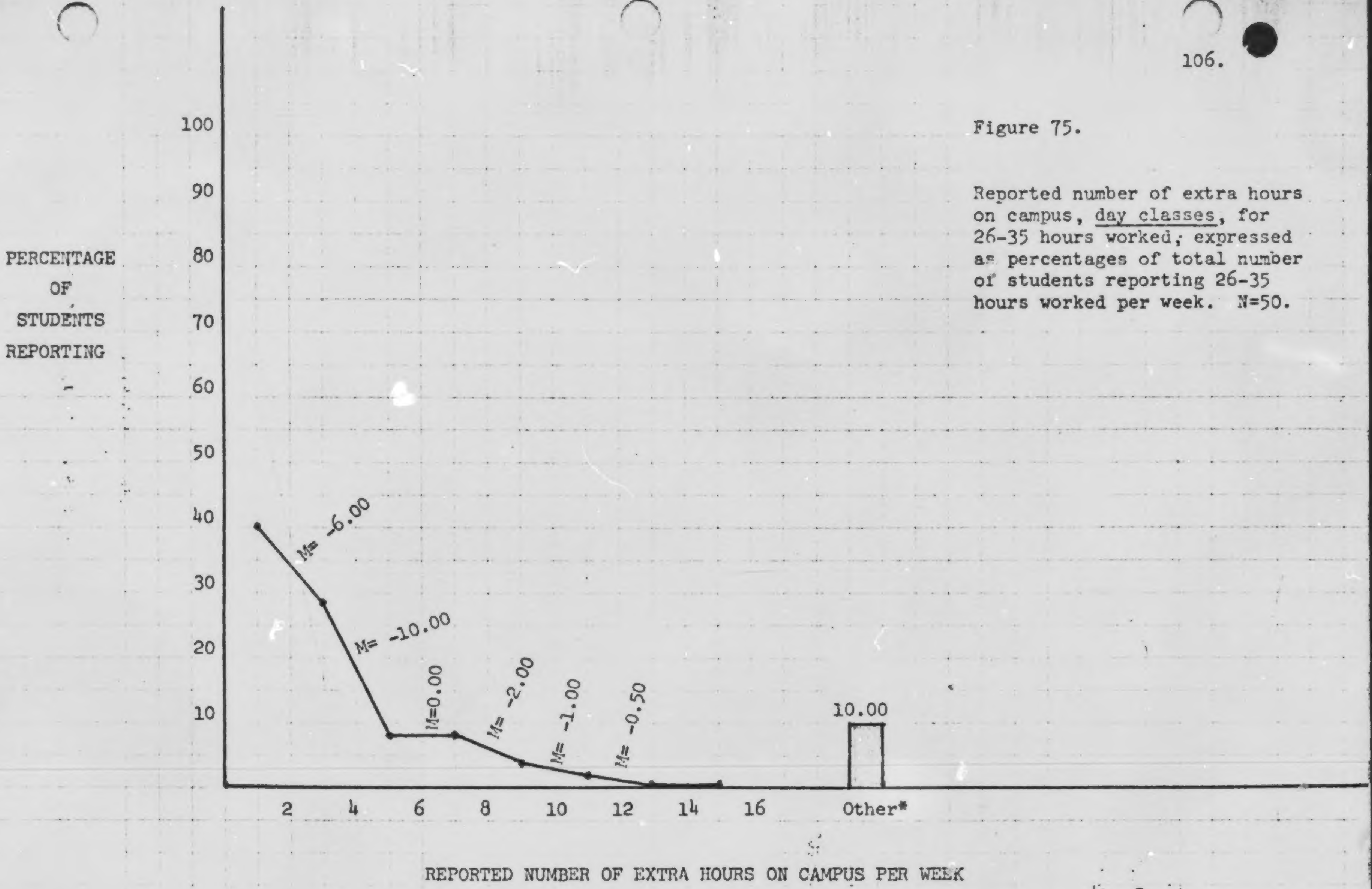
Reported number of extra hours on campus, day classes, for 21-25 hours worked, expressed as percentages of total number of students reporting 21-25 hours worked per week. N=40.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 75.

Reported number of extra hours on campus, day classes, for 26-35 hours worked, expressed as percentages of total number of students reporting 26-35 hours worked per week. N=50.



*Includes the categories "No class hours reported", "Excessive total hours reported," and "Misread question."

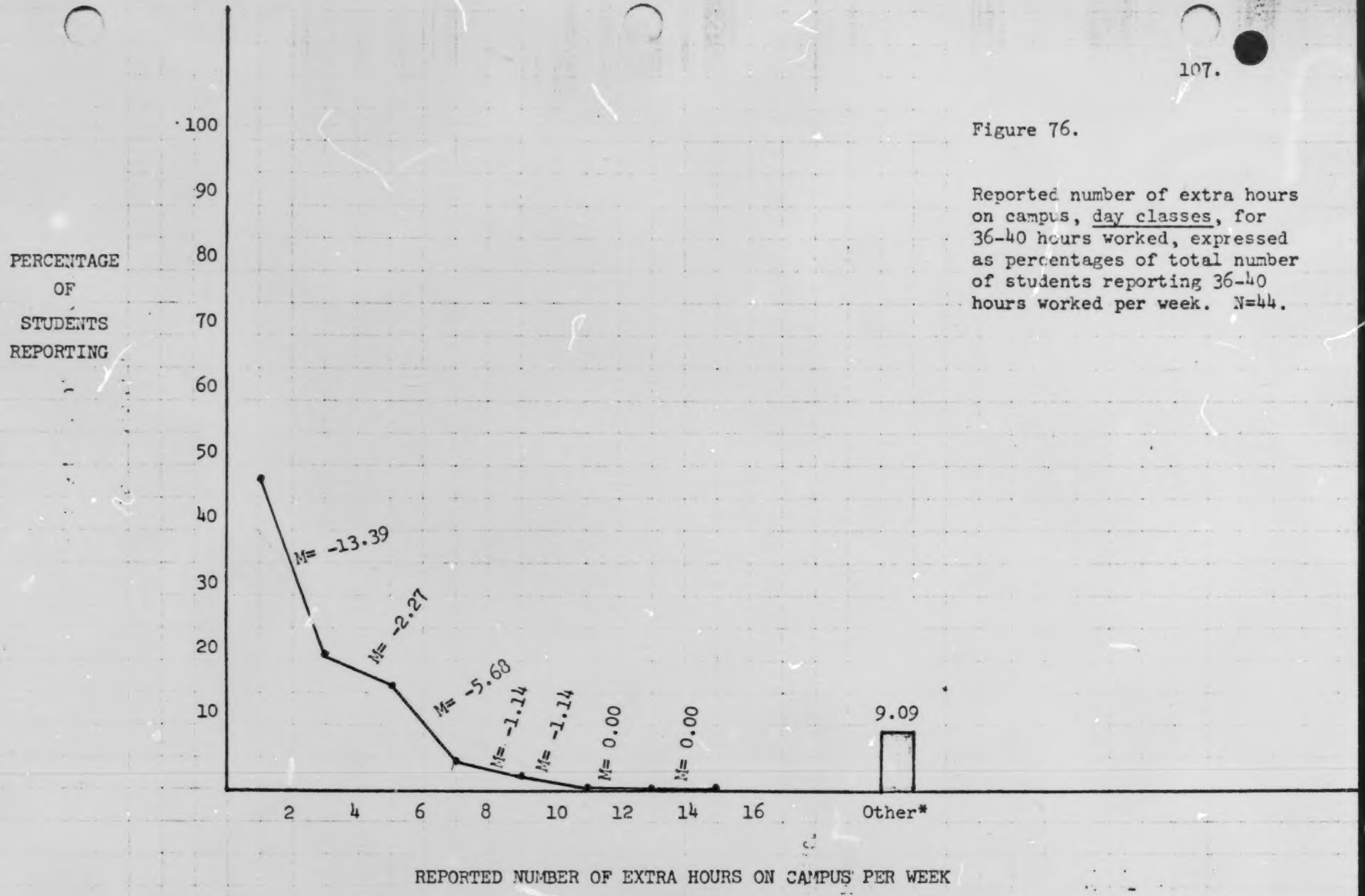


Figure 76.

Reported number of extra hours on campus, day classes, for 36-40 hours worked, expressed as percentages of total number of students reporting 36-40 hours worked per week. N=44.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

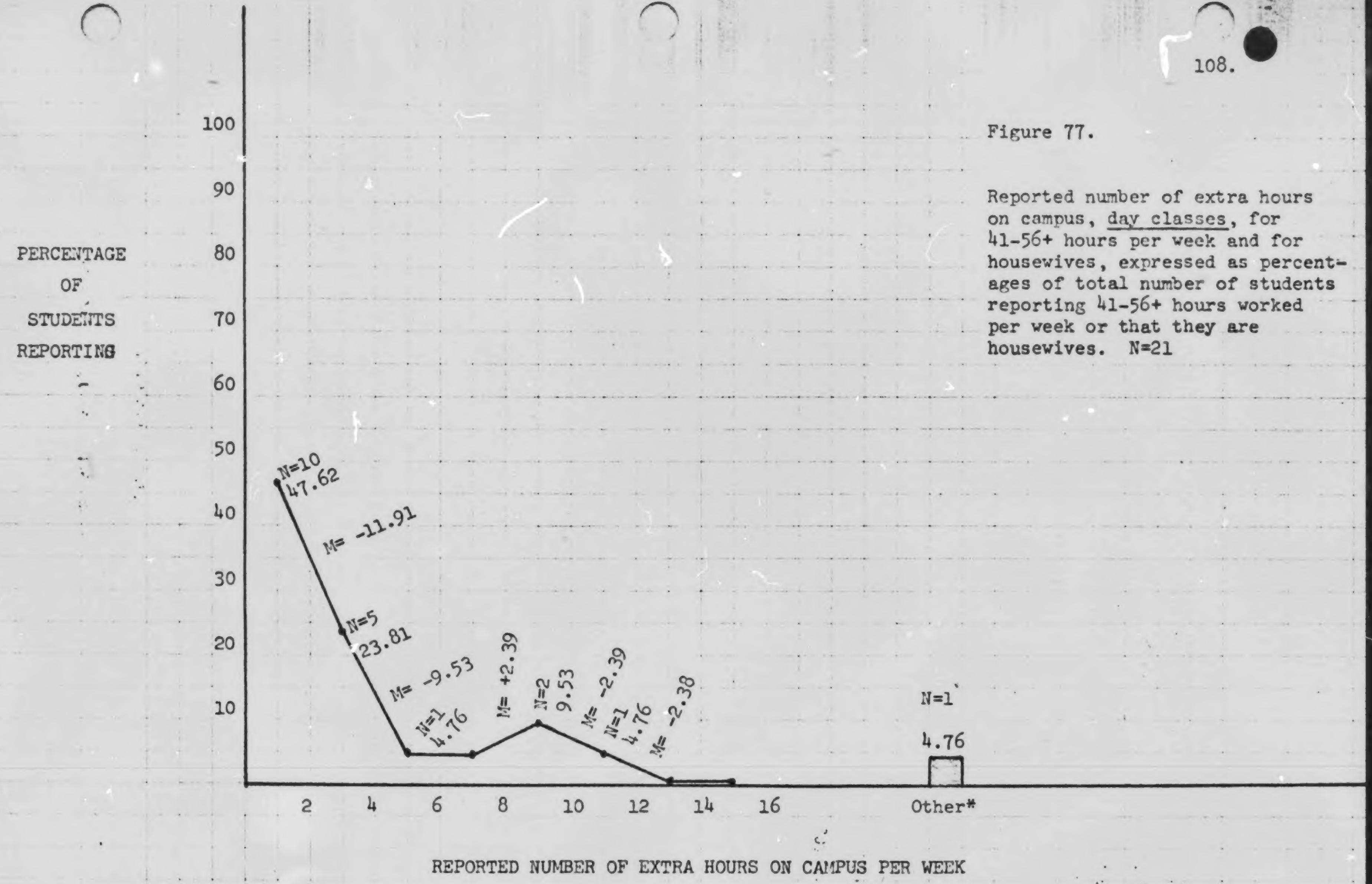


Figure 77.

Reported number of extra hours on campus, day classes, for 41-56+ hours per week and for housewives, expressed as percentages of total number of students reporting 41-56+ hours worked per week or that they are housewives. N=21

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

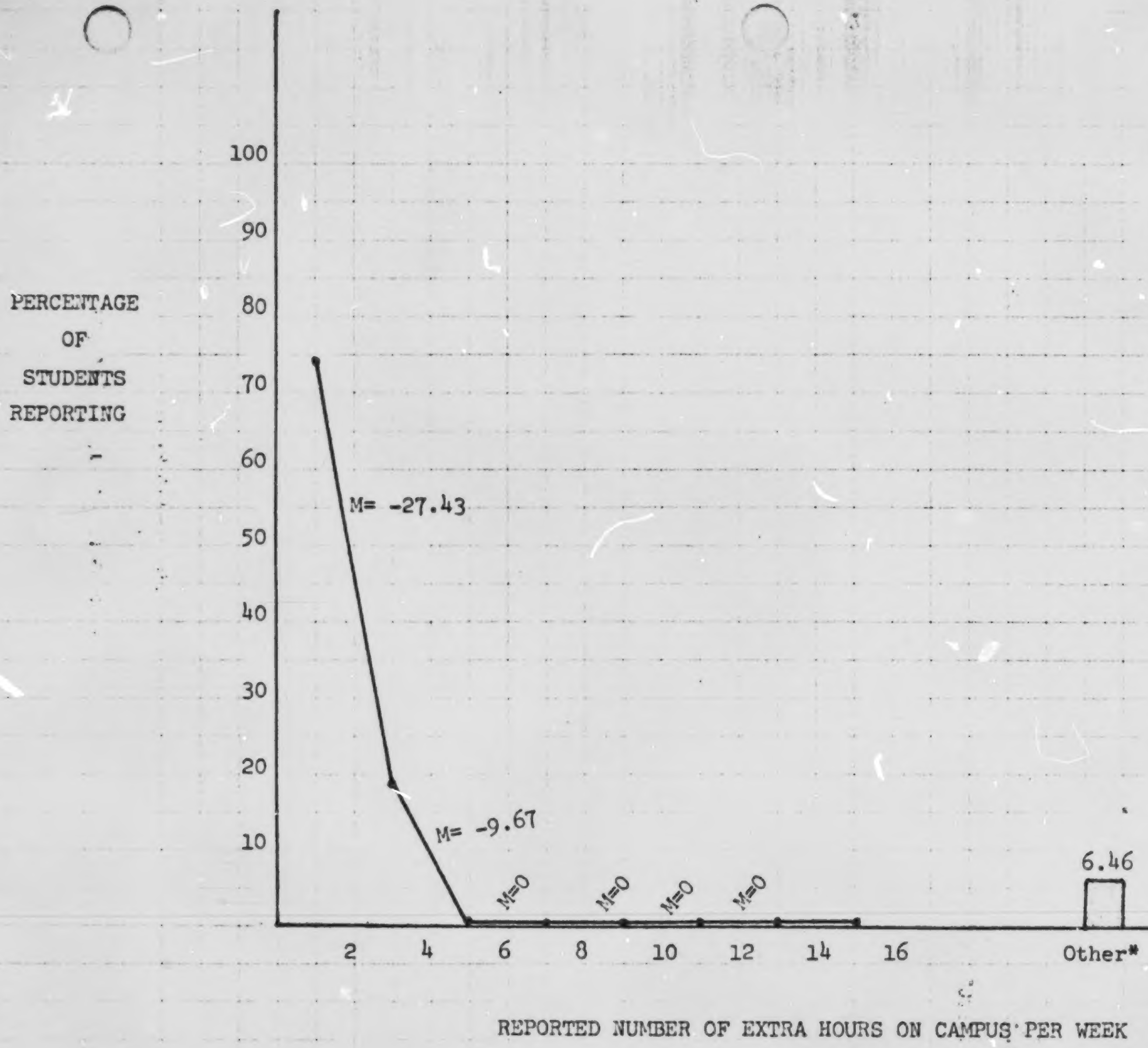


Figure 78.

Reported number of extra hours on campus, extended day classes, for 0-5 hours worked per week, expressed as percentages of total number of students reporting 0-5 hours per week worked.
N=3.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

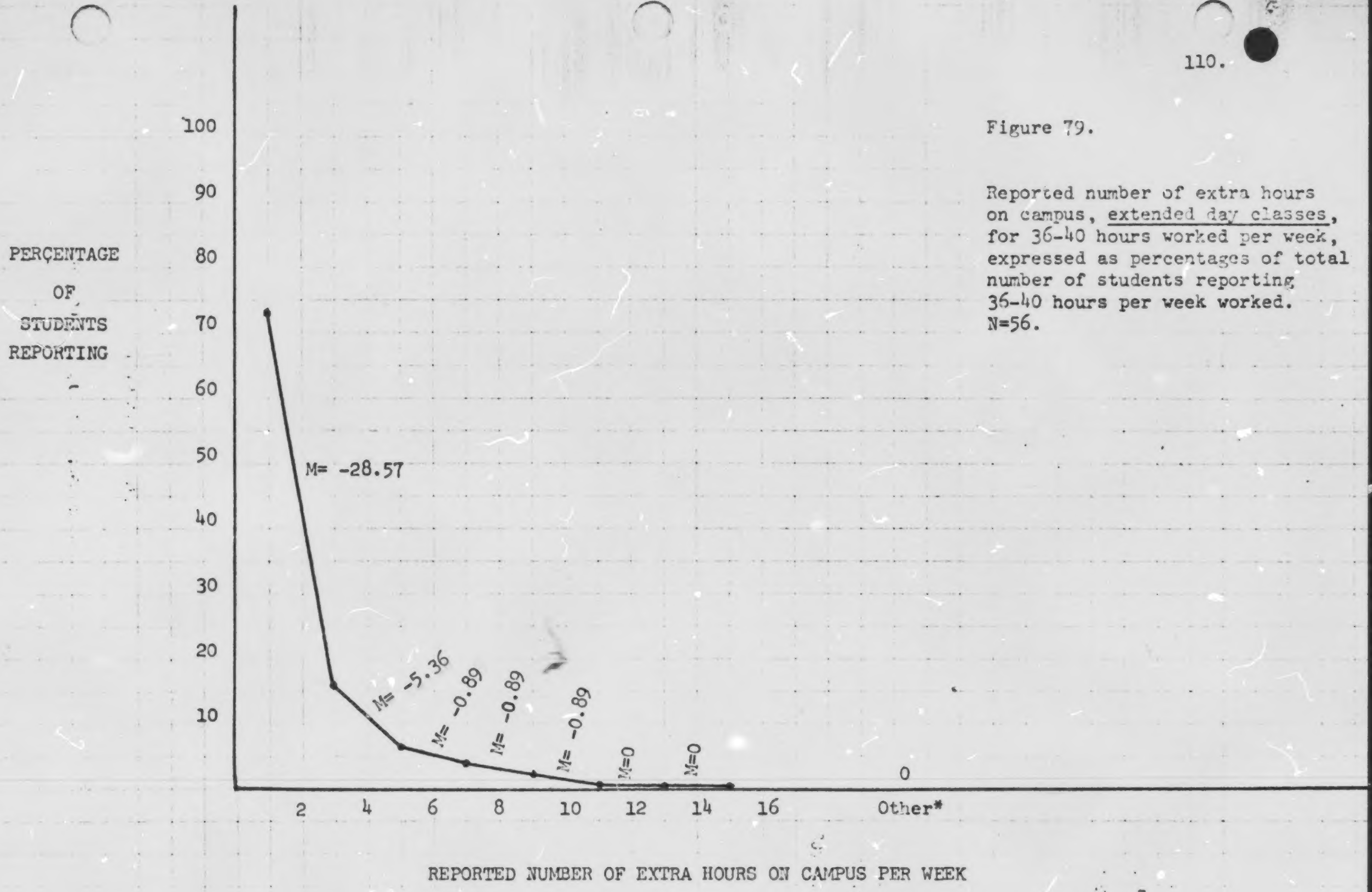
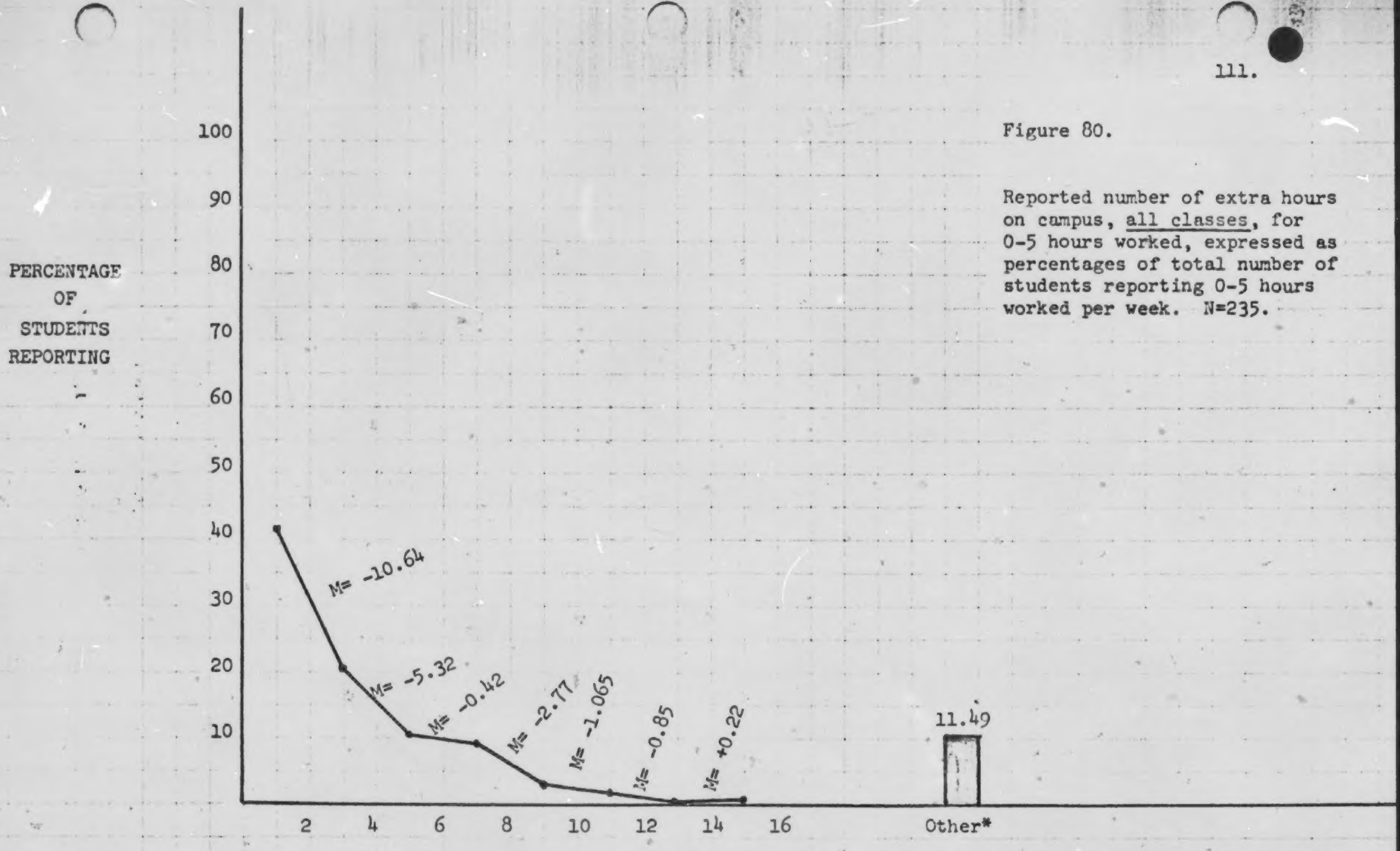


Figure 79.

Reported number of extra hours on campus, extended day classes, for 36-40 hours worked per week, expressed as percentages of total number of students reporting 36-40 hours per week worked. N=56.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."



REPORTED NUMBER OF EXTRA HOURS ON CAMPUS PER WEEK

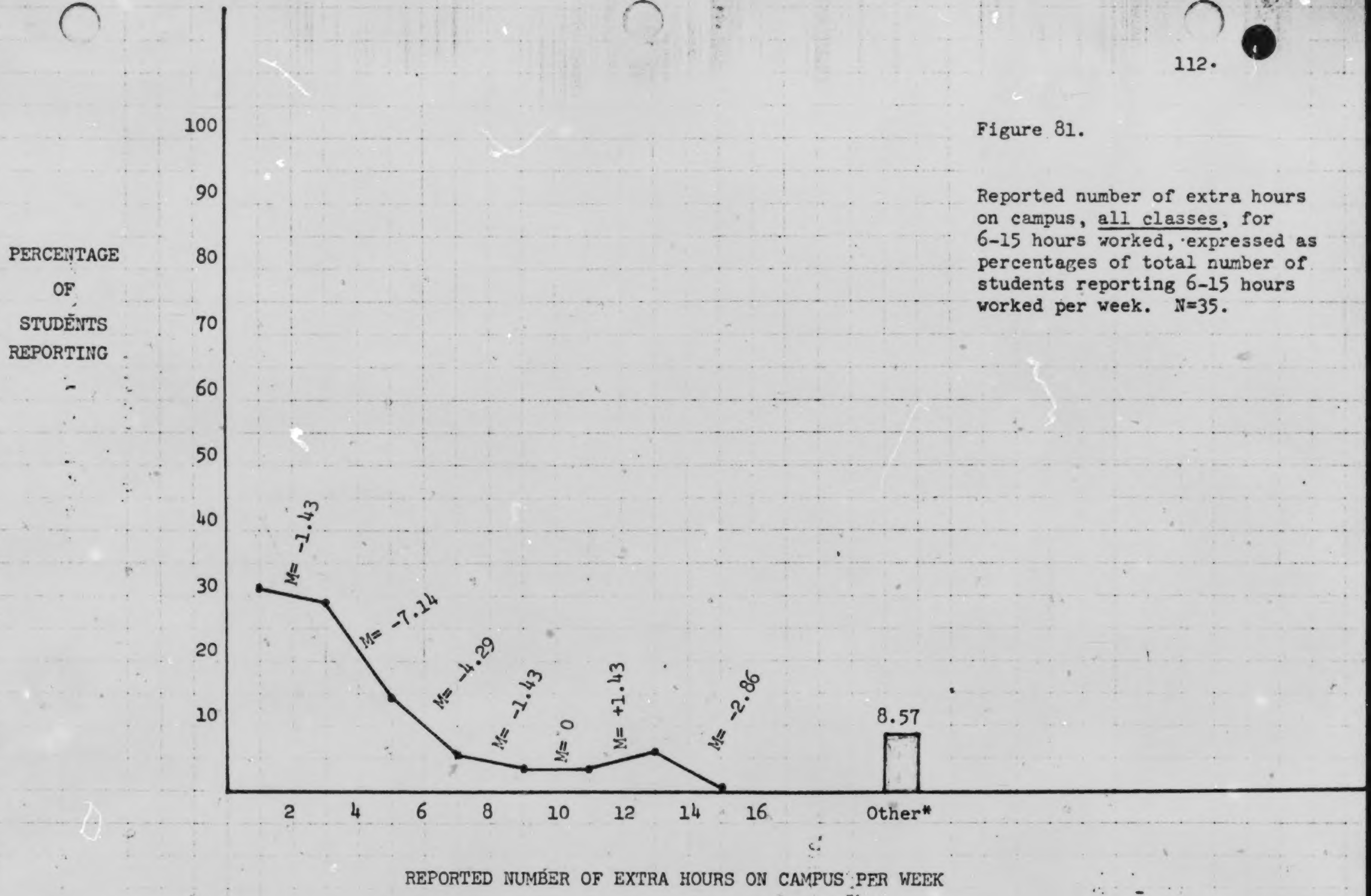
Figure 80.

Reported number of extra hours on campus, all classes, for 0-5 hours worked, expressed as percentages of total number of students reporting 0-5 hours worked per week. N=235.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 81.

Reported number of extra hours on campus, all classes, for 6-15 hours worked, expressed as percentages of total number of students reporting 6-15 hours worked per week. N=35.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

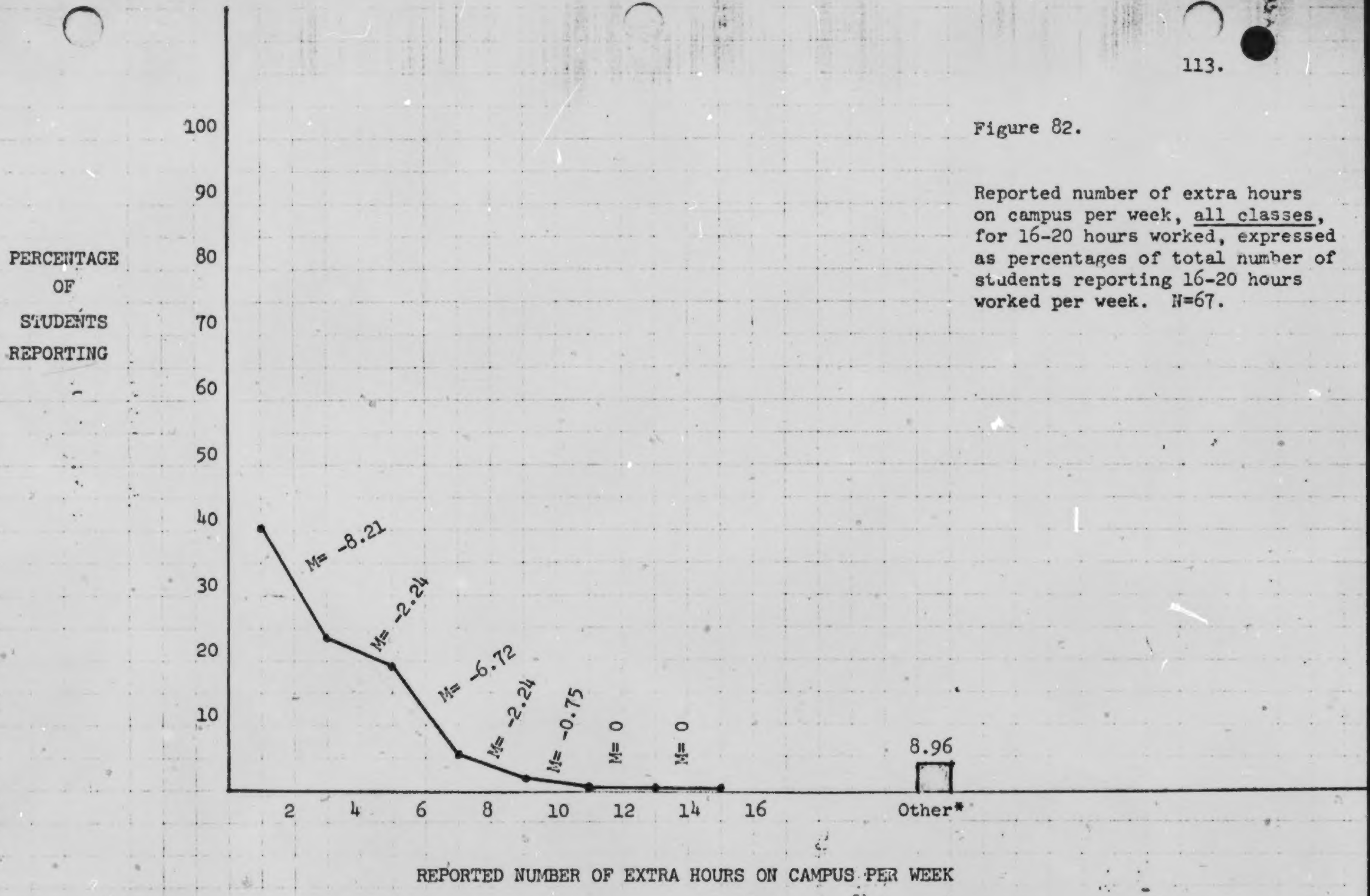


Figure 82.

Reported number of extra hours on campus per week, all classes, for 16-20 hours worked, expressed as percentages of total number of students reporting 16-20 hours worked per week. N=67.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

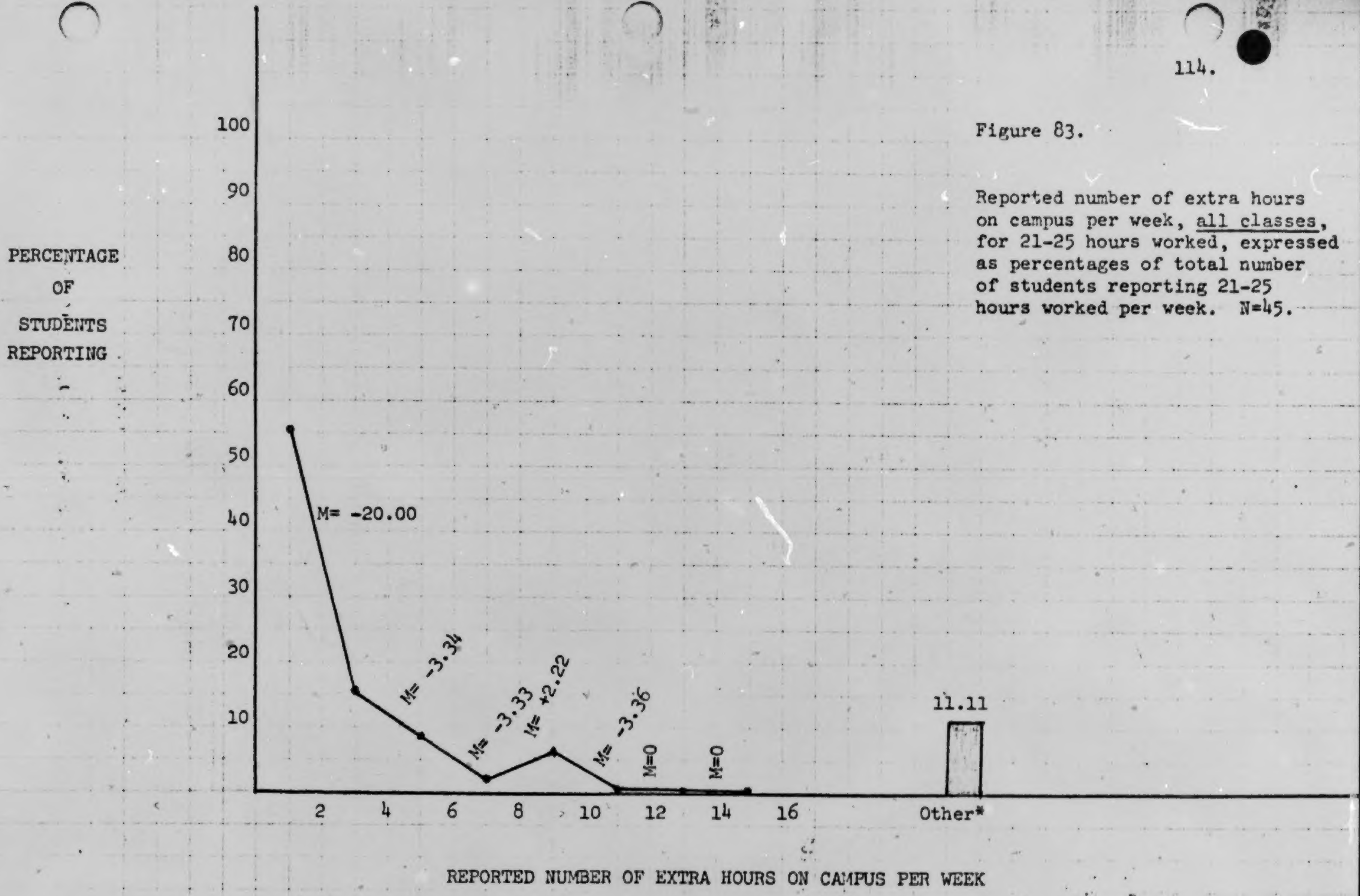


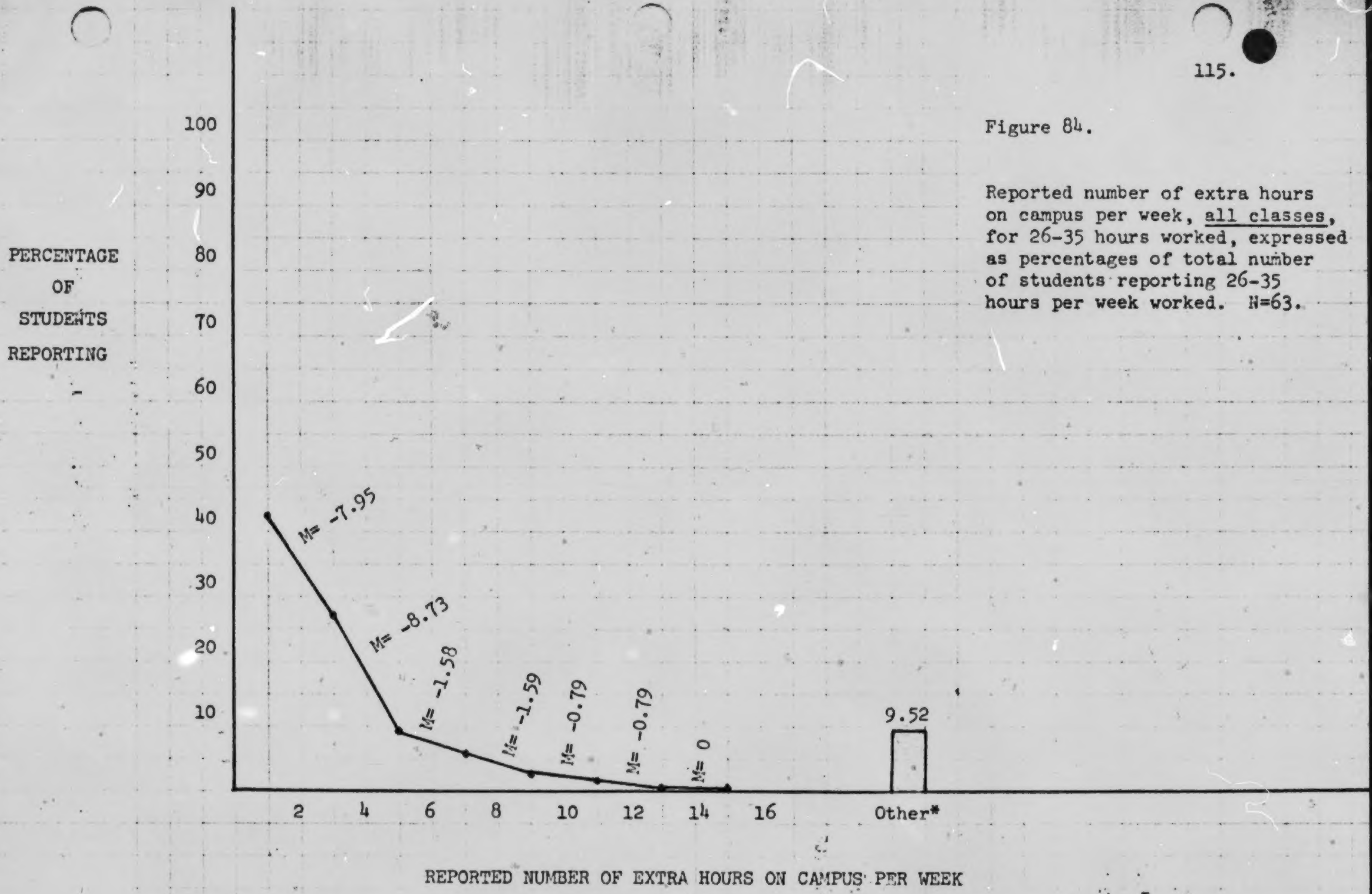
Figure 83.

Reported number of extra hours on campus per week, all classes, for 21-25 hours worked, expressed as percentages of total number of students reporting 21-25 hours worked per week. N=45.

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 84.

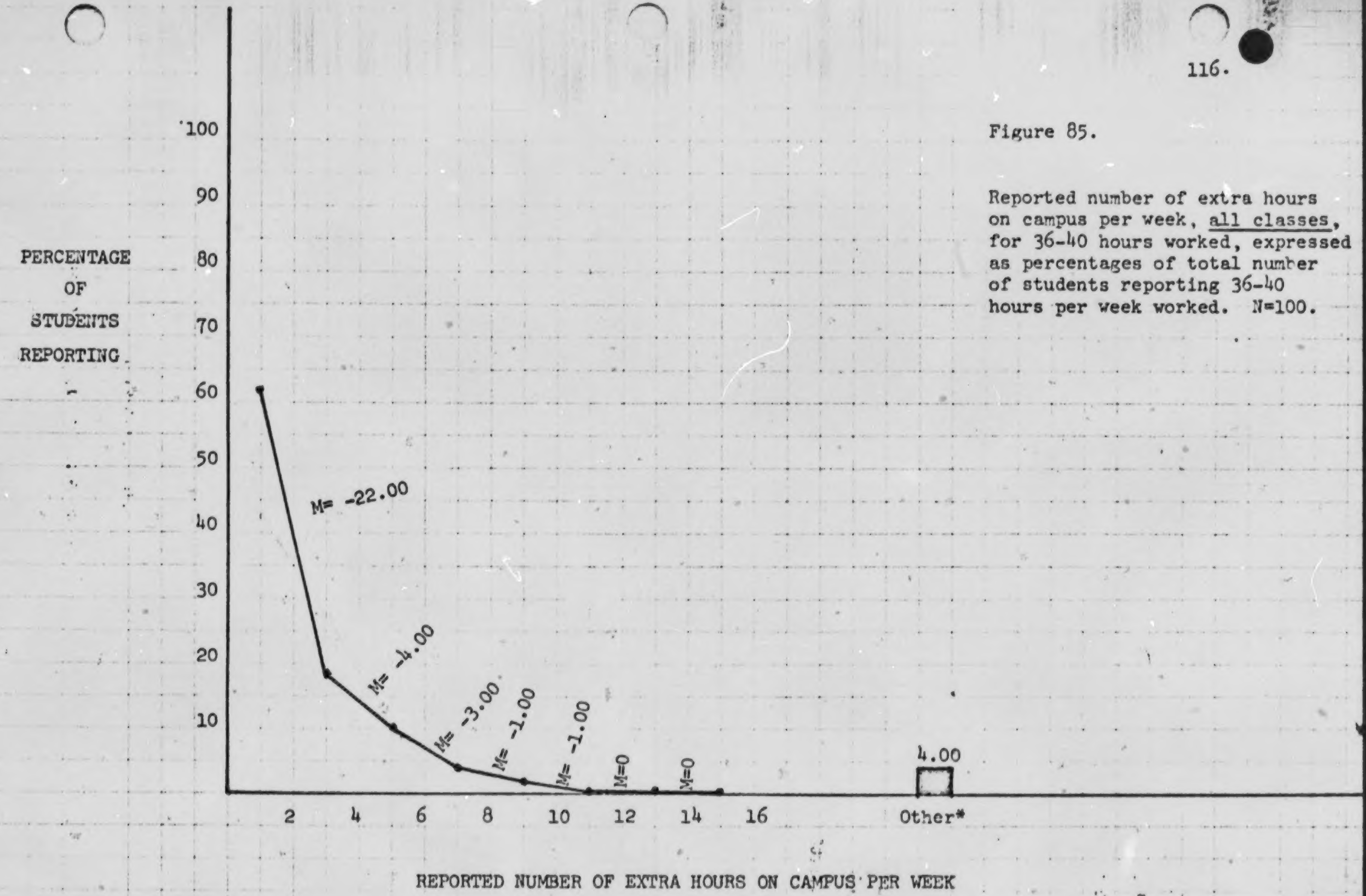
Reported number of extra hours on campus per week, all classes, for 26-35 hours worked, expressed as percentages of total number of students reporting 26-35 hours per week worked. N=63.



*Includes the categories "No class hours reported," "Excessive total hours reported", and "Misread question."

Figure 85.

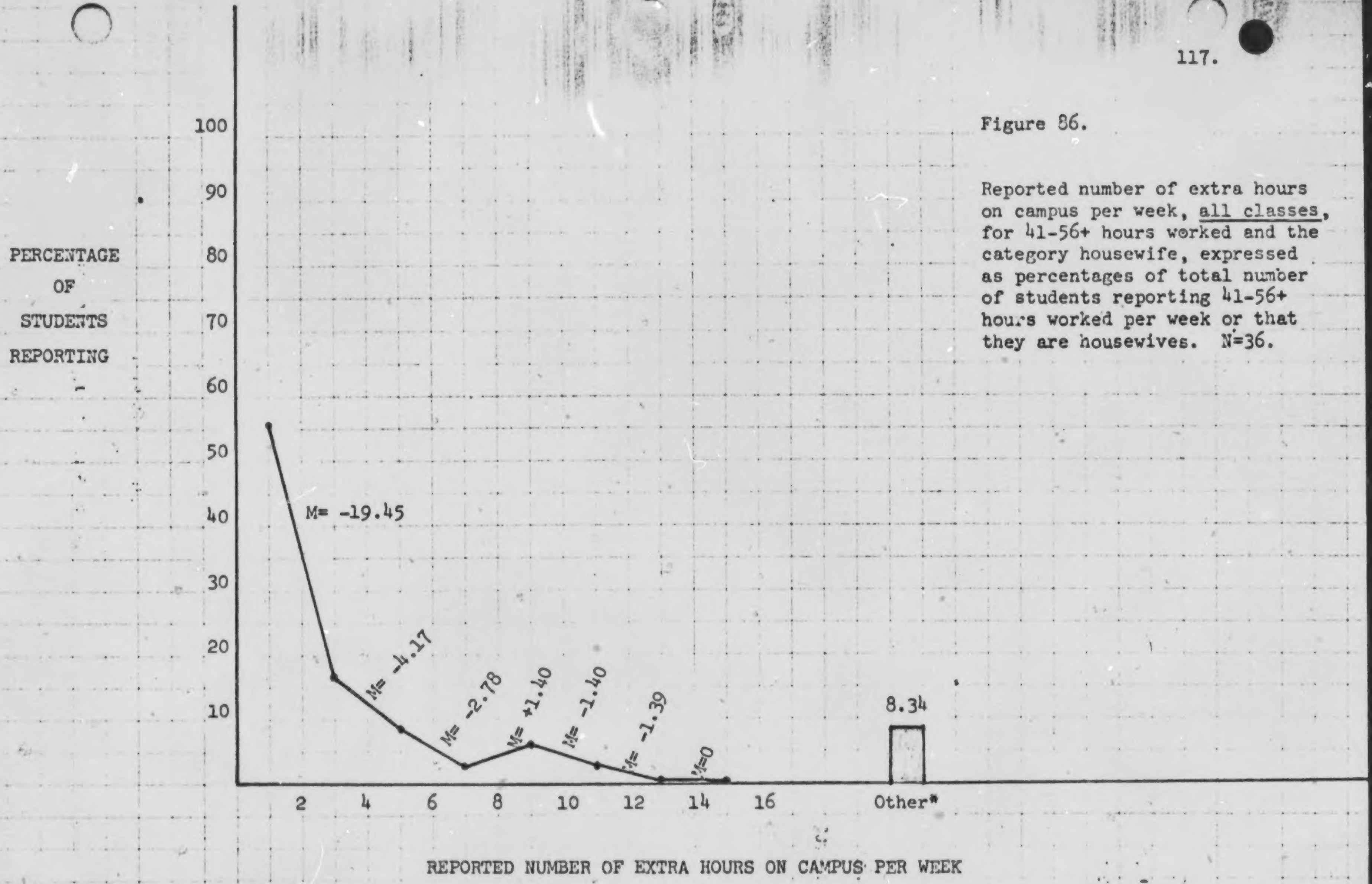
Reported number of extra hours on campus per week, all classes, for 36-40 hours worked, expressed as percentages of total number of students reporting 36-40 hours per week worked. N=100.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 86.

Reported number of extra hours on campus per week, all classes, for 41-56+ hours worked and the category housewife, expressed as percentages of total number of students reporting 41-56+ hours worked per week or that they are housewives. N=36.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Turning now to the extended day classes, numbers for the work categories were so small (even when several categories were combined) that only the categories 0 - 5 hours worked per week and 36 - 40 hours worked per week are plotted in frequency polygons (Figures 78-79). Note that there is very little difference between the initial segmental slopes for both categories; however, the subsequent segmental slopes for the 0-5 hours worked per week category are much steeper than for the 36-40 hours worked per week category. This is reflected in the arithmetic means: (Means for all work categories for extended day classes are given for the reader's information, but note the small numbers (N) in most cases):

0-5 hours per week worked: M=0.569 (N=29)
6-10 hours per week worked: M=1.000 (N=4)
11-15 hours per week worked: M=1.000 (N=1)
16-20 hours per week worked: M=3.500 (N=2)
21-25 hours per week worked: M-0.667 (N=3)
26-30 hours per week worked: M=1.364 (N=11)
31-35 hours per week worked: M=3.000 (N=1)
36-40 hours per week worked: M=1.054 (N=56)
41-45 hours per week worked: M=2.500 (N=3)
46-50 hours per week worked: M=0.200 (N=5)
51-55 hours per week worked: -------------
56+ hours per week worked: M=1.000 (N=5)
Housewife ______________
Hours worked vary ______________

Again, as for the day classes, it appears for the extended day classes that there is no simple relationship between the number of hours a student works and the number of extra hours he spends on campus.

Turning now to the data for all classes, day and extended day combined, the frequency polygons (broken down by work categories) are given in Figures 80-86. Note that in general, these polygons for all classes closely resemble the polygons for the day classes with respect to both shape and slopes, with the gentlest slope occuring at the category 6-15 hours worked per week, which has a steeper slope for all classes than for the day classes. This occurs because of the large contribution made by the extended day classes to the total figures in the 36-40 hours worked per week category. Note that the next steepest slope for all classes occurs in the 21-25 hours worked per week category. This is also in line with the data for the day classes alone, in which the 21-25 hours worked category had the steepest slope. Again, there does not seem to be a simple relationship between the number of hours a student works and the number of extra hours he or she spends on campus. This again is reflected in the arithmetic means for all classes:

0-5 hours per week worked: M=2.442
6-10 hours per week worked: M=2.615
11-15 hours per week worked: M=3.684
16-20 hours per week worked: M=2.311
21-25 hours per week worked: M=1.750
26-30 hours per week worked: M=2.333
31-35 hours per week worked: M=1.944
36-40 hours per week worked: M=1.442
41-45 hours per week worked: M=2.417 (N=6)
46-50 hours per week worked: M=1.786
51-55 hours per week worked: -------
56+ hours per week worked: M=1.000 (N=8)
Housewife M=3.200 (N=5)
Hours worked vary M=1.500 (N=4)

(3) Reported number of hours per week in classes or labs. The third factor we shall examine for its possible effect on the number of extra hours spent on campus is how many hours a student spends in classes or labs. That is, if a student is on campus more hours simply because he or she is taking more classes, is he or she then likely to stay around for extra-class activities?

Figures 87-89 present extra hours on campus broken down by hours in class or labs in table form.[22] Figures 90-92 present these data in scattergrams. Looking at the scattergram for the day classes only, note that there is no linear relationship between the two variables; one cannot say that as the number of hours a student spends in classes increases (or decreases) that the number of extra hours he or she will spend on campus increases. The same

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[22] Note that in these tables, some of the categories are combined in order to form sufficiently large numbers to take percentages.

REPORTED NUMBER OF HOURS IN CLASSES OR LABS PER WEEK

REPORTED NUMBER OF EXTRA HOURS ON CAMPUS PER WEEK	1-6	7-9	10-12	13-15	16-1-	19-21	22+	No class hours reported	Excessive hours reported
0-1.9	19 55.88	17 56.66	38 54.29	39 43.33	29 32.58	25 33.78	14 37.85	0	6
2-3.9	14 41.88	6 20.00	14 20.00	21 23.33	24 26.97	15 20.27	4 10.81	0	4
4-5.9	1 2.94	2 6.67	4 5.71	14 15.57	12 13.49	14 18.92	7 18.92	0	3
6-7.9	0	3 10.00	3 4.29	8 8.89	11 12.36	5 6.77	4 10.81	0	2
8-9.9	0	2 6.67	4 5.71	4 4.44	6 6.74	2 2.70	1 2.70	0	0
10-11.9	0	0	1 1.43	1 1.11	1 1.12	2 2.70	2 5.41	0	0
12-13.9	0	0	0	1 1.11	0	0	0	0	1
14-15.9	0	0	0	0	0	1 1.35	0	0	0
Other*	0	0	6 8.57	2 2.22	6 6.74	10 13.51	5 13.52	10	8

*Includes the categories "No class hours reported," "Excessive total hours,"and "Misread question."

Reported number of extra hours on campus broken down by hours in classes and labs, day classes, expressed in terms of both raw numbers and percentages below. N=458

Reported number of extra hours on campus broken down by hours in classes and labs, extended day classes, expressed in terms of both raw numbers and percentages below. N=128

REPORTED NUMBER OF HOURS IN CLASSES OR LABS PER WEEK

REPORTED NUMBER OF EXTRA HOURS ON CAMPUS PER WEEK	1-9	10-12	13-18	19-21	22+	No class hours reported	Excessive total hours
0-1.9	30 73.17	31 72.09	23 65.71	1	1	0	0
2-3.9	7 17.07	7 16.27	5 14.29	2	1	0	1
4-5.9	2 4.88	2 4.65	3 8.57	1	0	0	0
6-7.9	1 2.44	1 2.33	0	0	0	0	0
8-9.9	0	1 2.33	0	0	0	0	0
10-11.9	0	0	0	0	0	0	0
12-13.9	0	0	0	0	0	0	0
14-15.9	0	0	0	0	0	0	0
Other*	1 2.44	1 2.33	4 11.43	1	1	0	0

*Includes the categories "No class hours reported," Eccessive total hours" and "Misread question."

Reported number of extra hours on campus broken down by hours in classes and labs, all classes, expressed in terms of both raw numbers and percentages below. N=586

REPORTED NUMBER OF HOURS IN CLASSES OR LABS PER WEEK

REPORTED NUMBER OF EXTRA HOURS ON CAMPUS PER WEEK	1-6	7-9	10-12	13-15	16-18	19-21	22+	Other*
0-1.9	30 62.50	36 63.16	69 61.09	57 48.72	34 35.05	26 32.91	15 37.50	6 17.14
2-3.9	15 31.25	12 21.05	21 18.58	24 20.51	26 26.80	17 21.52	5 12.50	5 14.29
4-5.9	2 4.17	3 5.26	6 5.31	17 14.53	12 12.37	15 18.99	7 17.50	3 8.57
6-7.9	1 2.08	3 5.26	4 3.54	8 6.85	11 11.34	5 6.33	4 10.00	2 5.71
8-9.9	0	2 3.52	5 4.43	4 3.42	6 6.9	2 2.53	1 2.50	0
10-11.9	0	0	1 0.88	1 0.85	1 1.03	2 2.53	2 5.00	0
12-13.9	0	0	0	1 0.85	0	0	0	1 2.86
14-15.9	0	0	0	0	0	1 2.86	0	0
Other*	0	1 1.75	7 6.19	5 4.27	7 7.22	11 13.92	6 15.00	18 51.43

*Includes the categories "No class hours reported," "Excessive total hours," and "Misread question."

Figure 90

Reported number of extra hours on campus plotted against hours in classes and labs day classes, scattergram. N=458

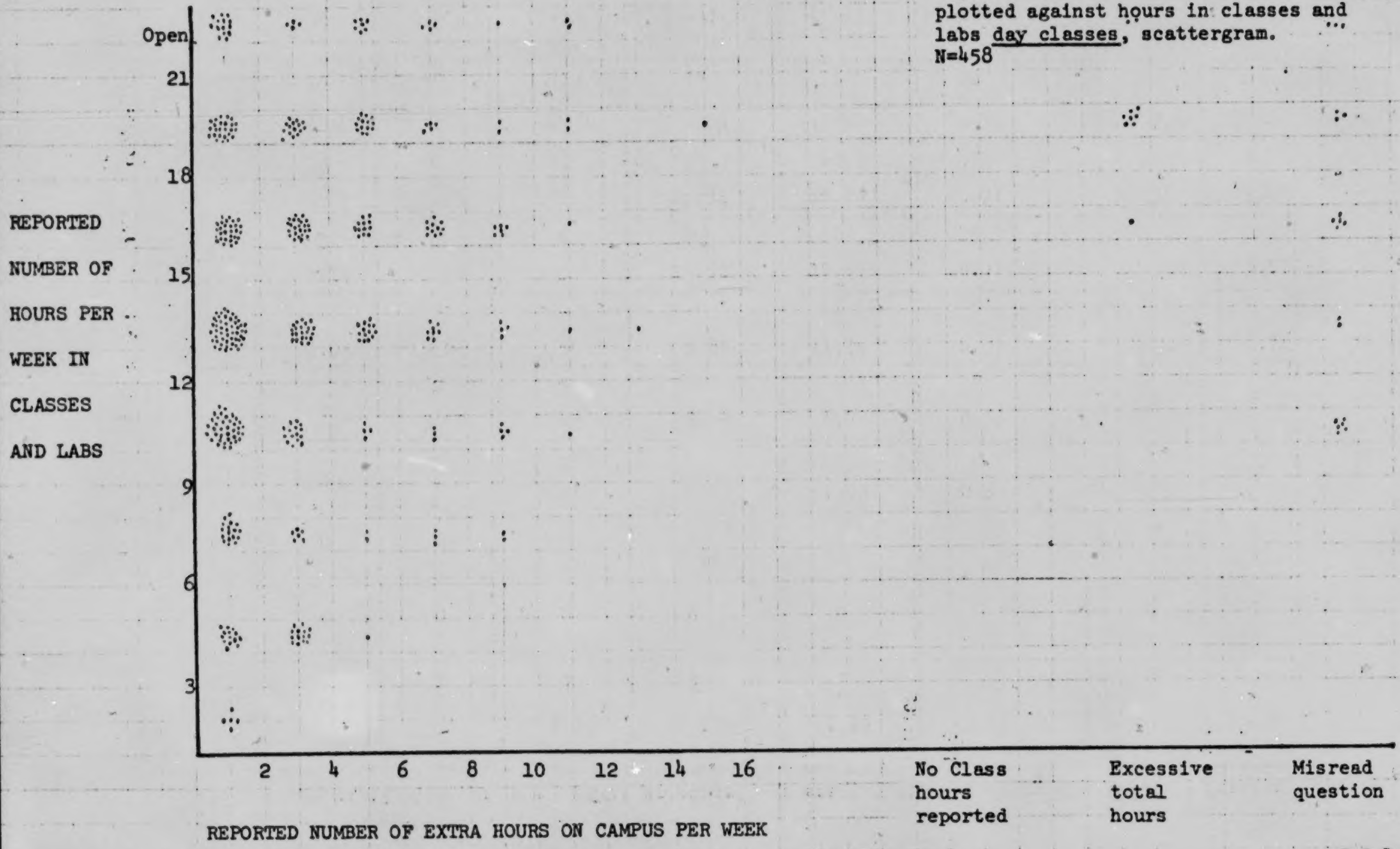

Figure 91.

Reported number of extra hours on campus plotted against hours in classes and labs, extended day classes, scattergram. N=128

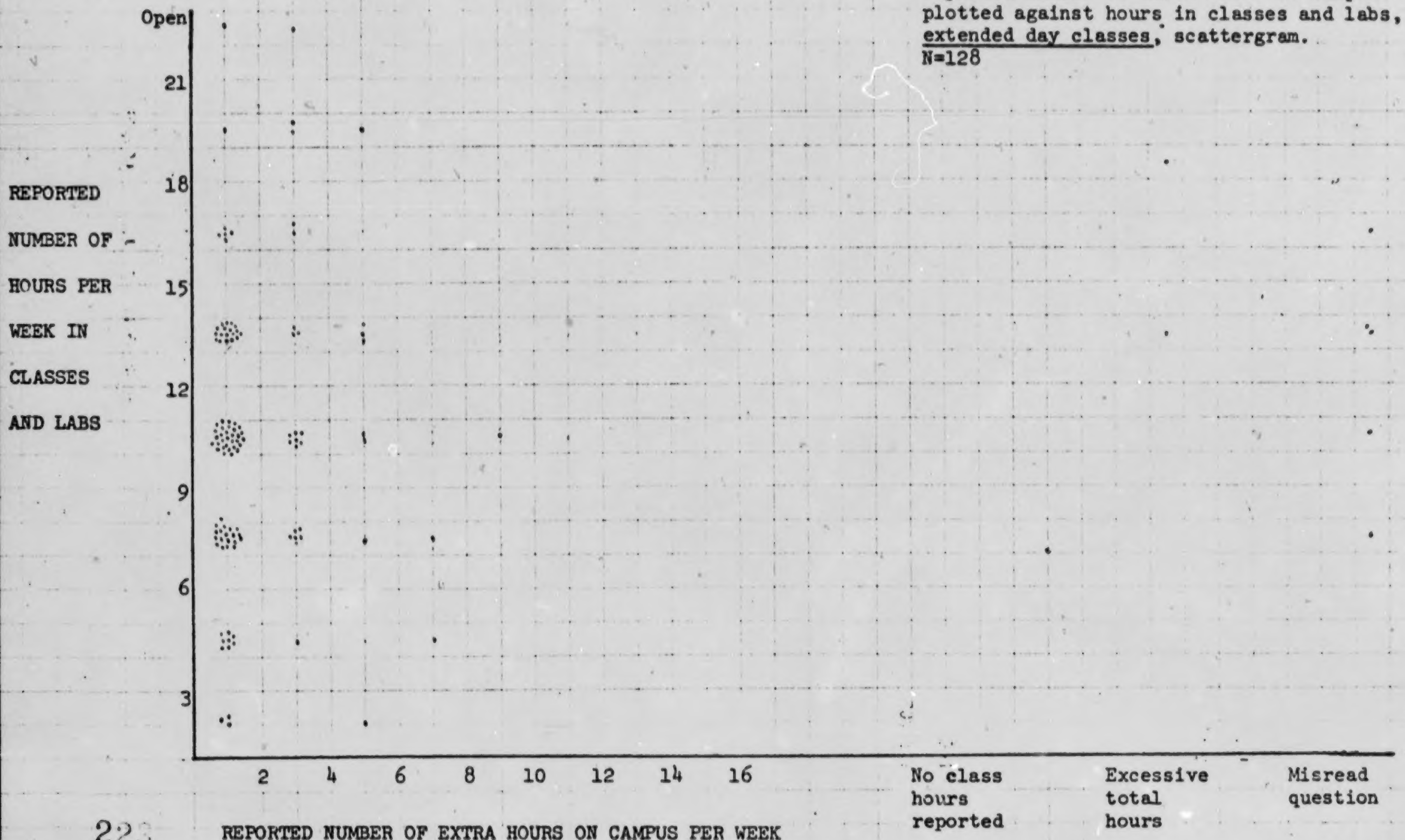

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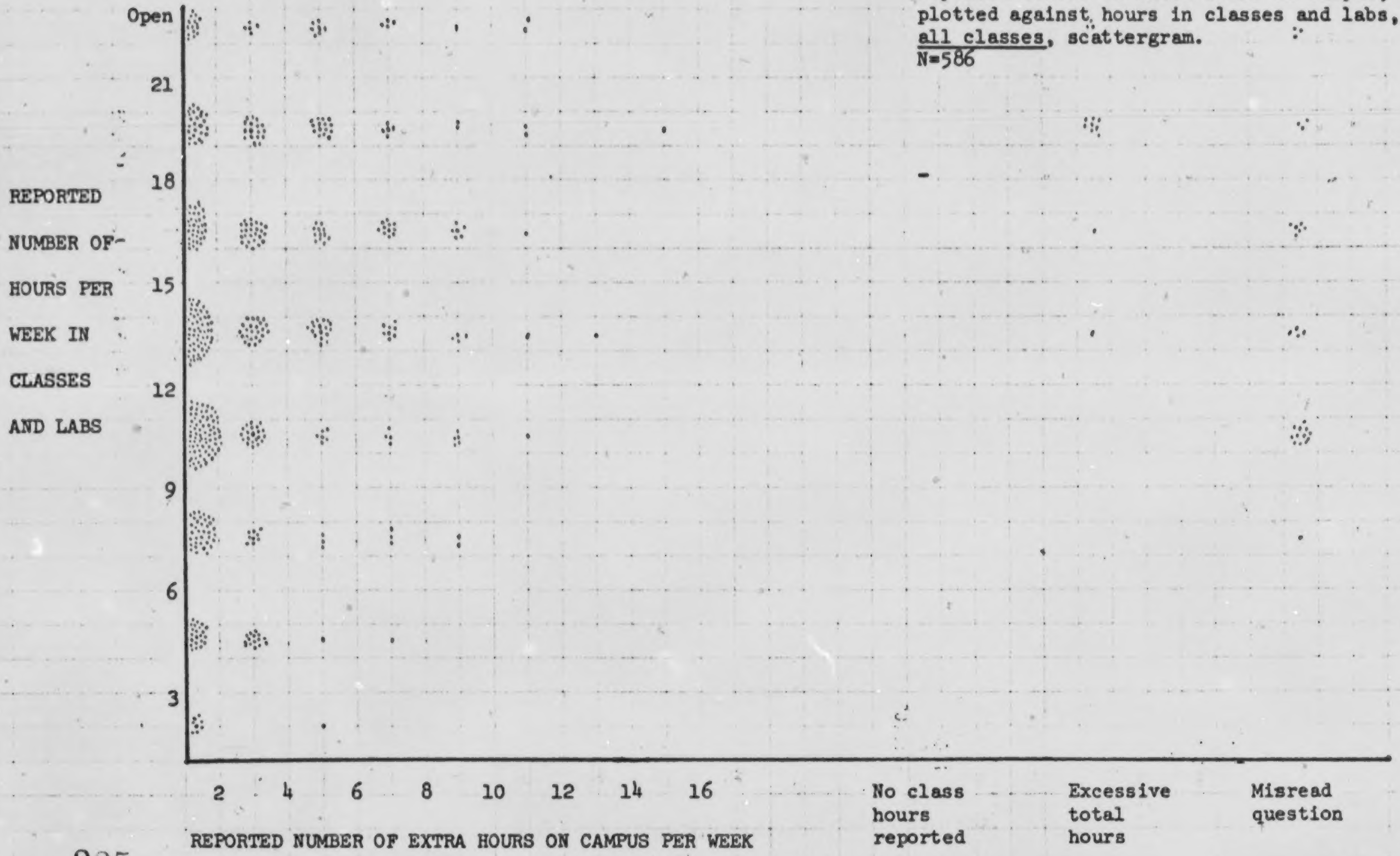
Figure 92.

Reported number of extra hours on campus, plotted against hours in classes and labs, all classes, scattergram.
N=586



is true for the extended day classes (Figure 91) and for all classes (Figure 92). Even though there are no simple linear relationships, an examination of the frequency polygons for each category of the number of hours in classes or labs may show partial relationships. Figures 93-99 show these frequency polygons for extra hours on campus broken down by hours in classes or labs. Note for the day classes that in general, segmental slopes are steeper for the lower categories of hours in class than for the higher categories. That is, the rate of drop-off is steeper the fewer the hours spent on campus, and is gentler for the categories 13-15 hours in class, 16-18 hours in class, and 19-21 hours in class. The drop-off then becomes steeper in the 22+ hours-on-campus category. What this means is that although there is no linear relationship (and that therefore analyses such as regression or correlation analyses are not indicated here), there is a general upward trend in number of extra hours on campus as the number of hours in classes or labs increases. This is reflected in the means for the day classes:

1-3 hours in classes or labs per week: M=0.000 (N=5)
4-6 hours in classes or labs per week: M=1.466
7-9 hours in classes or labs per week: M=2.133
10-12 hours in classes or labs per week: M=1.883
13-15 hours in classes or labs per week: M=2.665
16-18 hours in classes or labs per week: M=2.934
19-21 hours in classes or labs per week: M=2.906
22+ hours in classes or labs per week: M=2.938

These means are graphed in Figure 100, and note that there is a rather good fit of the frequency polygon to the least-squares line (r=.89),[23] which indicates that in general, there is a relationship between the

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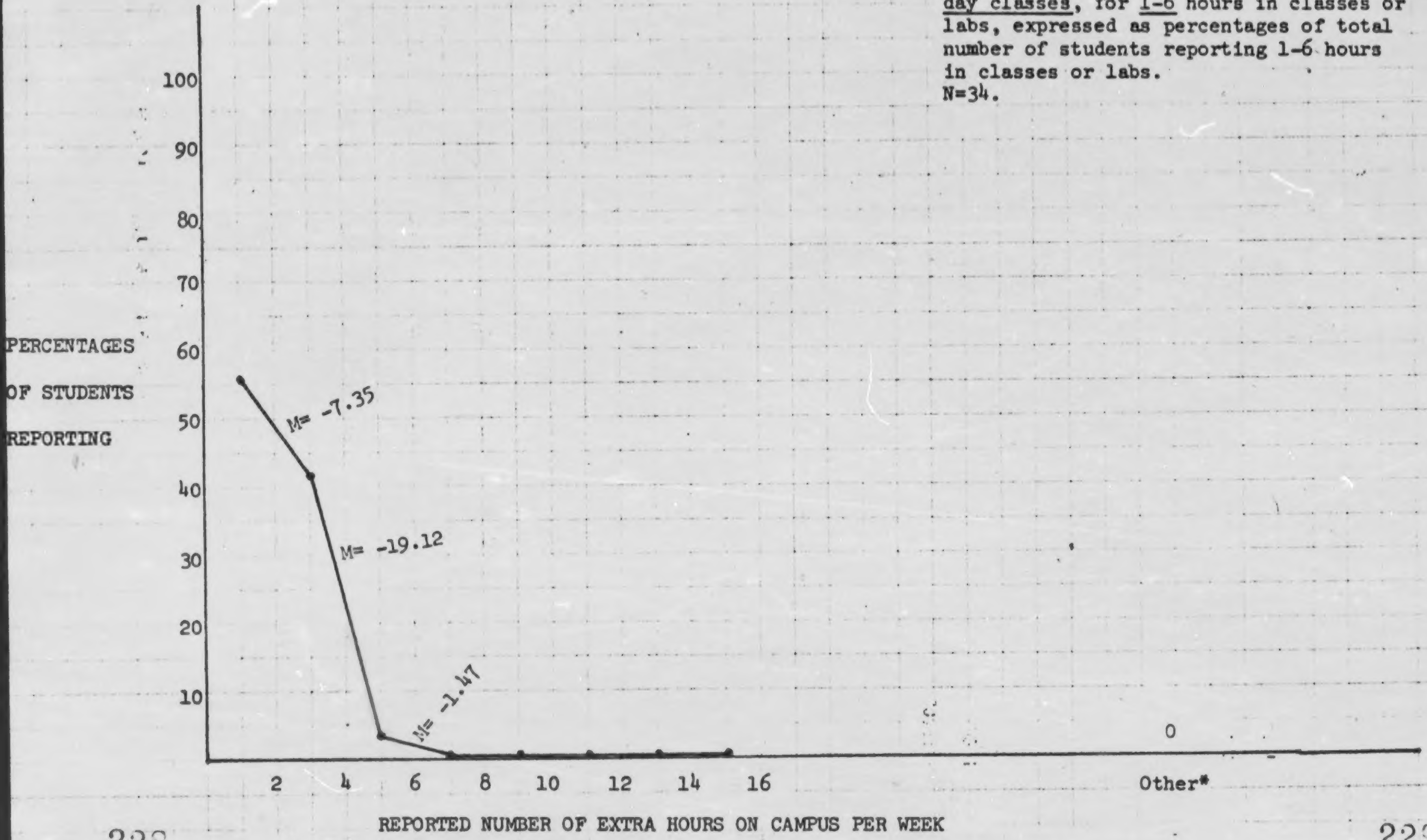
[23] It is extremely important to remember that this correlation coefficient does not reflect the relationship between the two variables, number of extra hours on campus and number of hours in classes and labs, but rather reflects the relationship of a variable, call it Y, whose values are the means of the number of extra hours on campus. That is, the correlation coefficient above shows the relationship between the expected value (i.e., mean) of the number of extra hours on campus and the hours spent in classes and labs, but remember that each expected value (i.e., Mean) is itself based on a distribution, which, in these cases, has rather wide dispersion.

Figure 93.

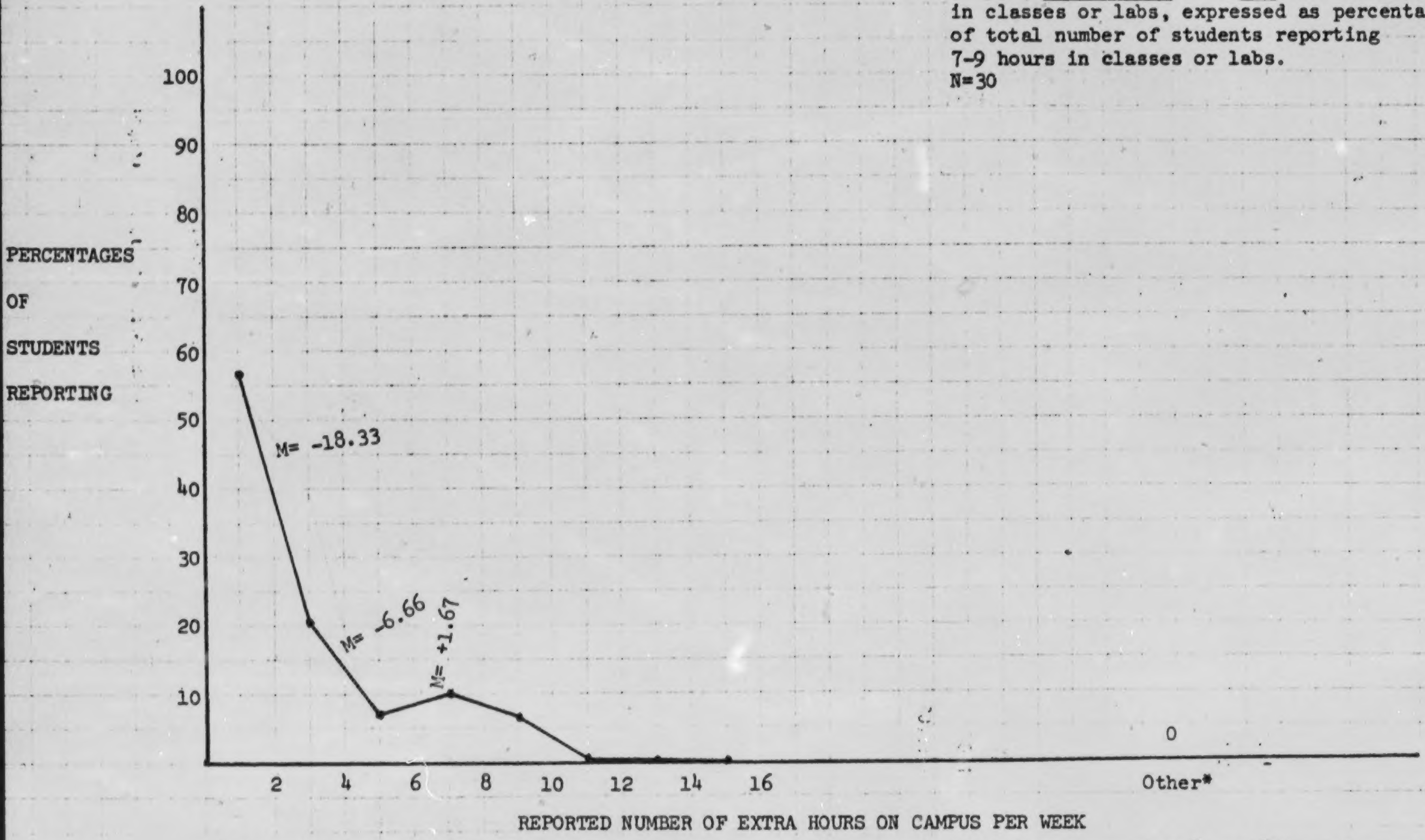
Reported number of extra hours on campus, day classes, for 1-6 hours in classes or labs, expressed as percentages of total number of students reporting 1-6 hours in classes or labs.
N=34.



*Includes the categories "No class hours reported," "Excessive total hours reported," and Misread question."

Figure 94.

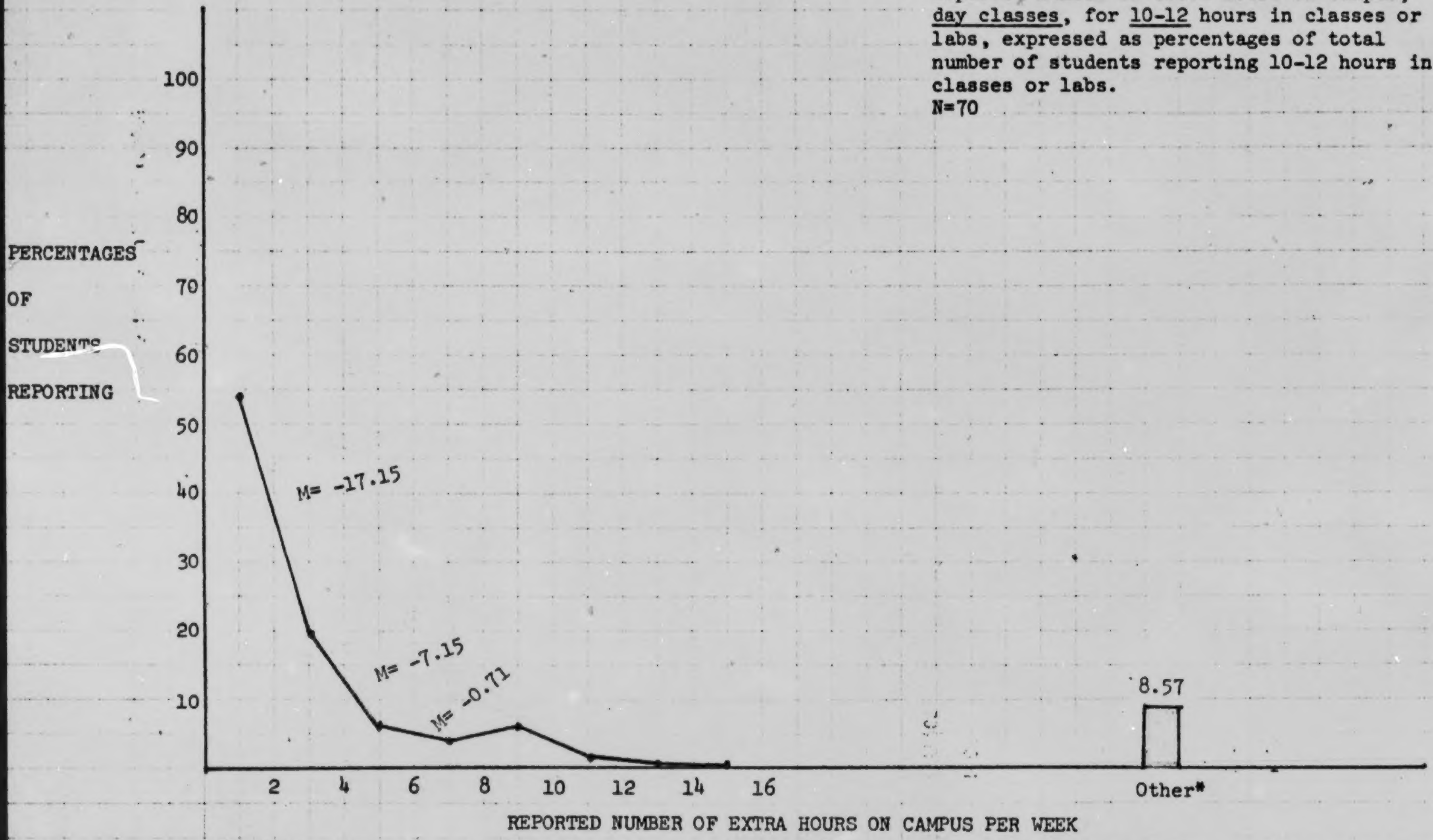
Reported number of extra hours on campus, day classes, for 7-9 hours in classes or labs, expressed as percentages of total number of students reporting 7-9 hours in classes or labs.
N=30



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 95.

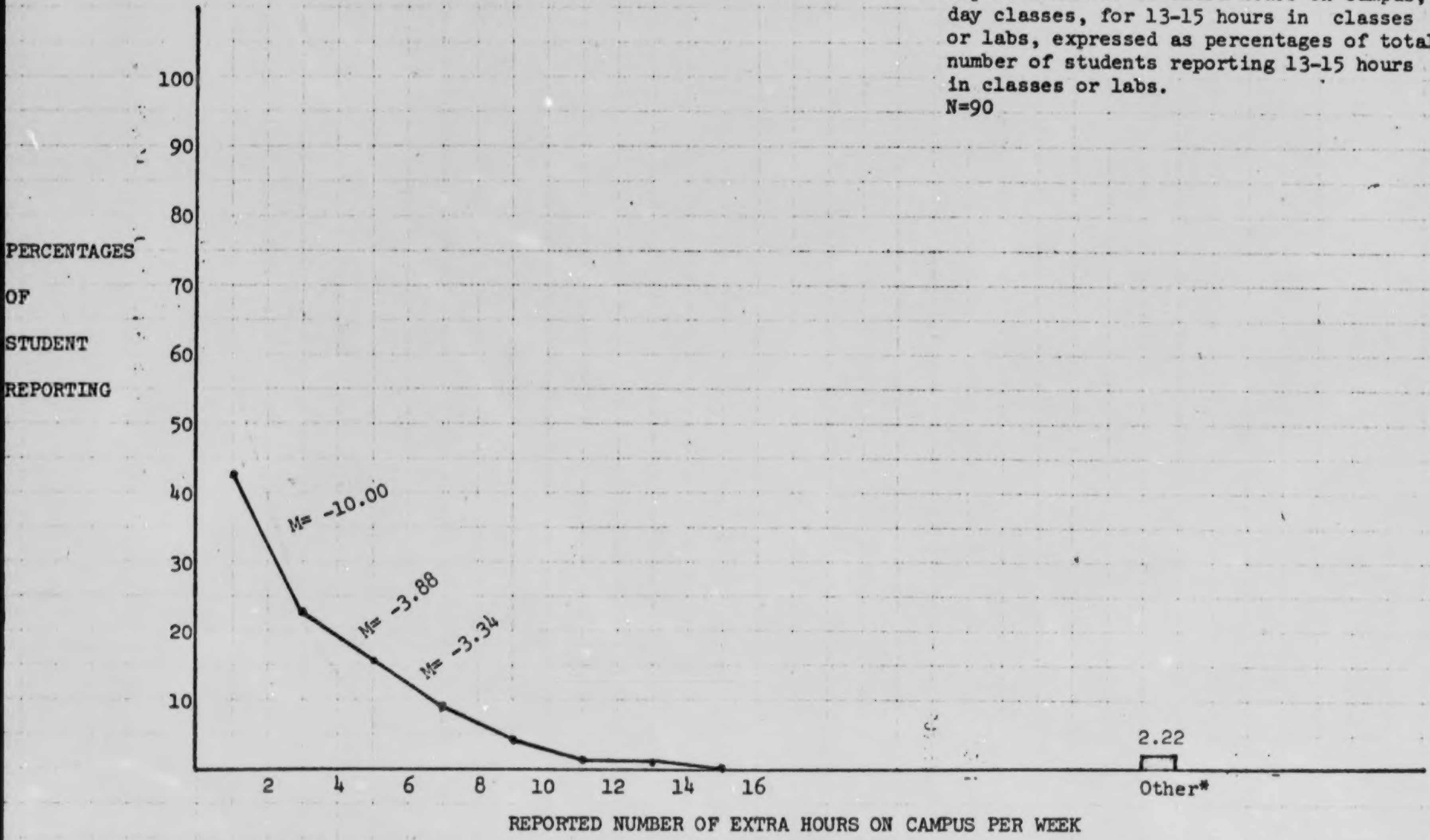
Reported number of extra hours on campus, day classes, for 10-12 hours in classes or labs, expressed as percentages of total number of students reporting 10-12 hours in classes or labs.
N=70



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 96.

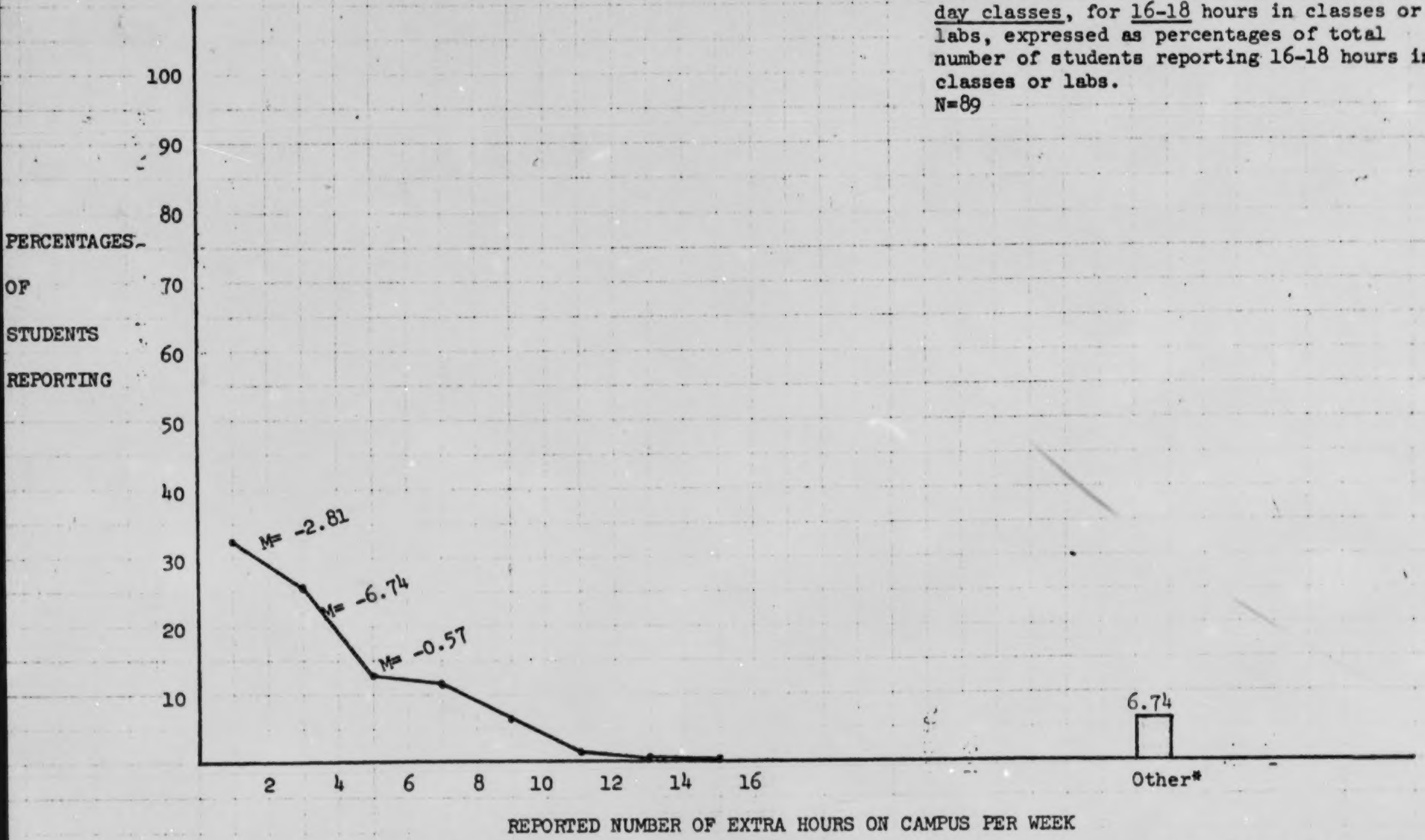
Reported number of extra hours on campus, day classes, for 13-15 hours in classes or labs, expressed as percentages of total number of students reporting 13-15 hours in classes or labs.
N=90



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 97.

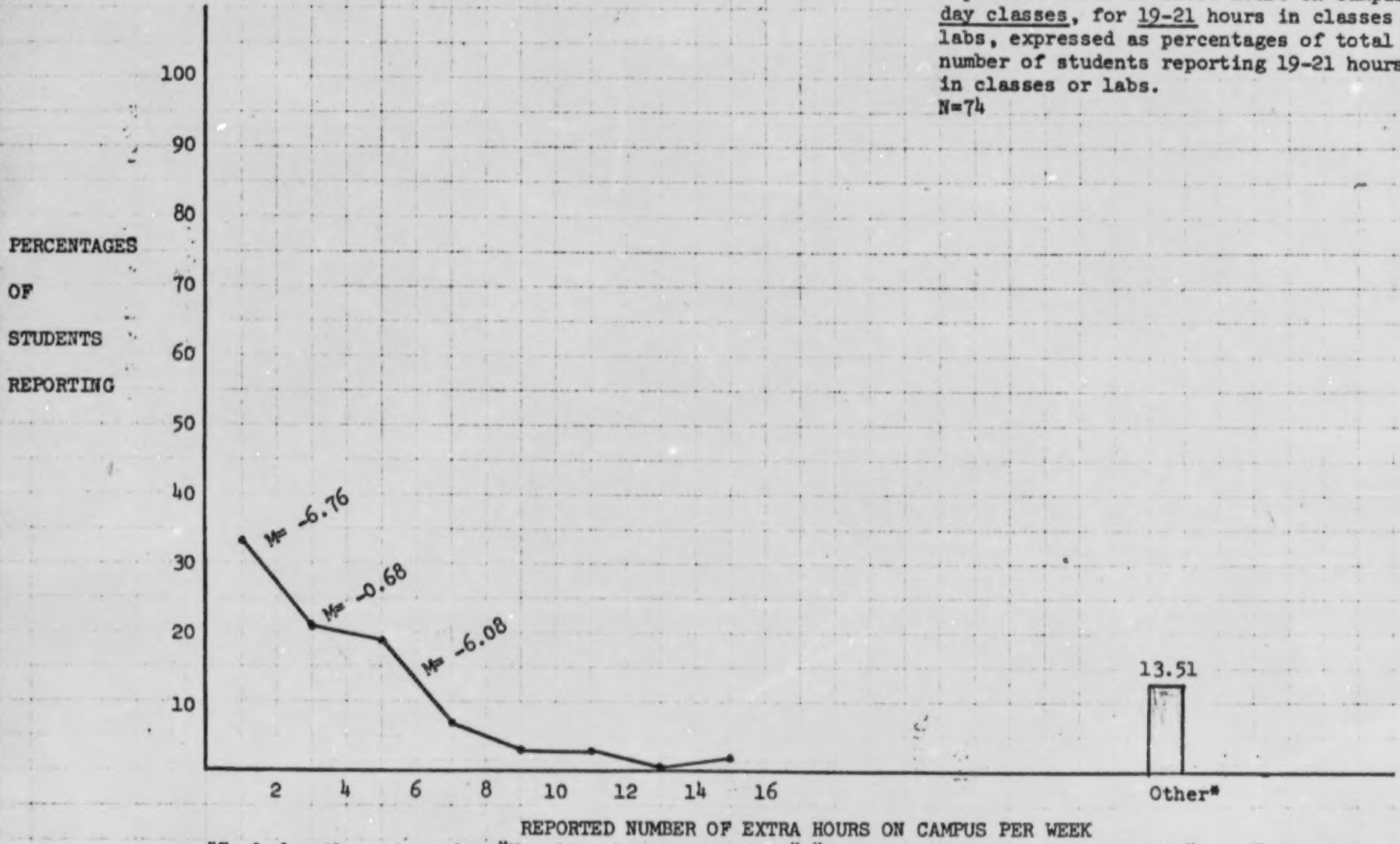
Reported number of extra hours on campus, day classes, for 16-18 hours in classes or labs, expressed as percentages of total number of students reporting 16-18 hours in classes or labs.
N=89



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 98.

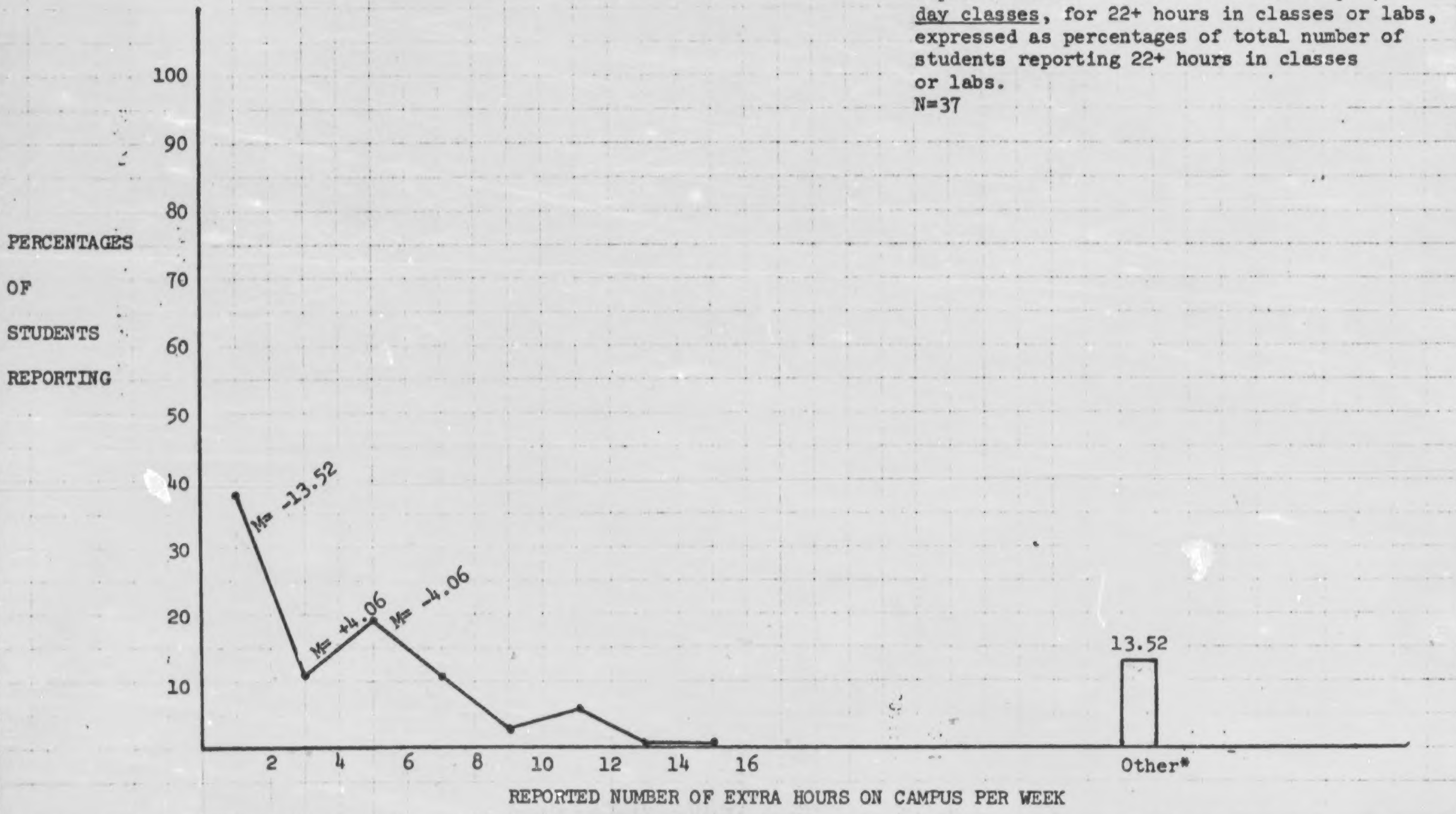
Reported number of extra hours on campus, day classes, for 19-21 hours in classes or labs, expressed as percentages of total number of students reporting 19-21 hours in classes or labs.
N=74



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 99.

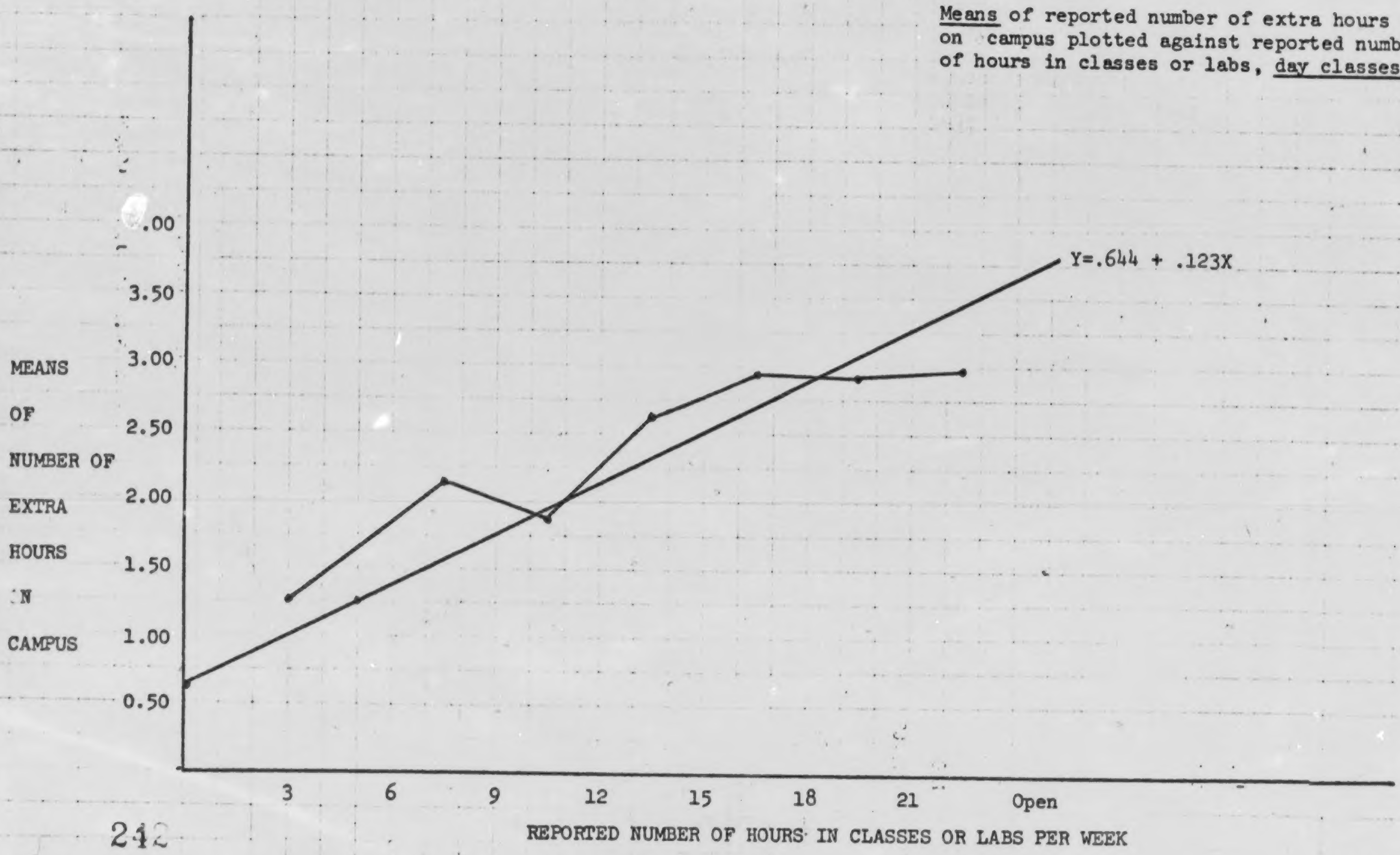
Reported number of extra hours on campus, day classes, for 22+ hours in classes or labs, expressed as percentages of total number of students reporting 22+ hours in classes or labs.
N=37



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 100.

Means of reported number of extra hours on campus plotted against reported number of hours in classes or labs, day classes.



expected value of the number of extra hours on campus and the number of hours in classes or labs.

Turning now to the extended day classes, Figures 101-103 show the frequency polygons for extra hours on campus broken down by hours in classes and labs.[24] Note the uniformly steep segmental slopes across the categories, indicating for the extended day classes no relationship between number of extra hours on campus and the number of hours in classes and labs. This is borne out by looking at the means:

1-3 hours in classes or labs per week: M=1.25 (N=4)
4-6 hours in classes or labs per week: M=0.80 (N=10)
7-9 hours in classes or labs per week: M=0.71 (N=26)
10-12 hours in classes or labs per week: M=1.08 (N=42)
13-15 hours in classes or labs per week: M=1.04 (N=24)
16-18 hours in classes or labs per week: M=0.57 (N=7)
19-21 hours in classes or labs per week: M=2.50 (N=4)
22+ hours in classes or labs per week: M=3.00 (N=1)

These means are graphed in Figure 104, which further depicts the lack of relationship between the two variables.

Turning now to all classes, both day and extended day, Figures 105-111 show the frequency polygons for extra hours on campus broken down by number of hours in classes or labs. Note that in general, as the number of hours increases, the initial segmental slopes become gentler, which indicates that there may be some sort of relationship even though a linear relationship between the two variables was not found (see the scattergram of the two variables plotted against each other in Figure 92 on page 126). The means of number of extra hours on campus for all classes are as follows:

1-3 hours in classes or labs per week: M=.556 (N=9)
4-6 hours in classes or labs per week: M=1.295
7-9 hours in classes or labs per week: M=1.473
10-12 hours in classes or labs per week: M=1.566
13-15 hours in classes or labs per week: M=2.317

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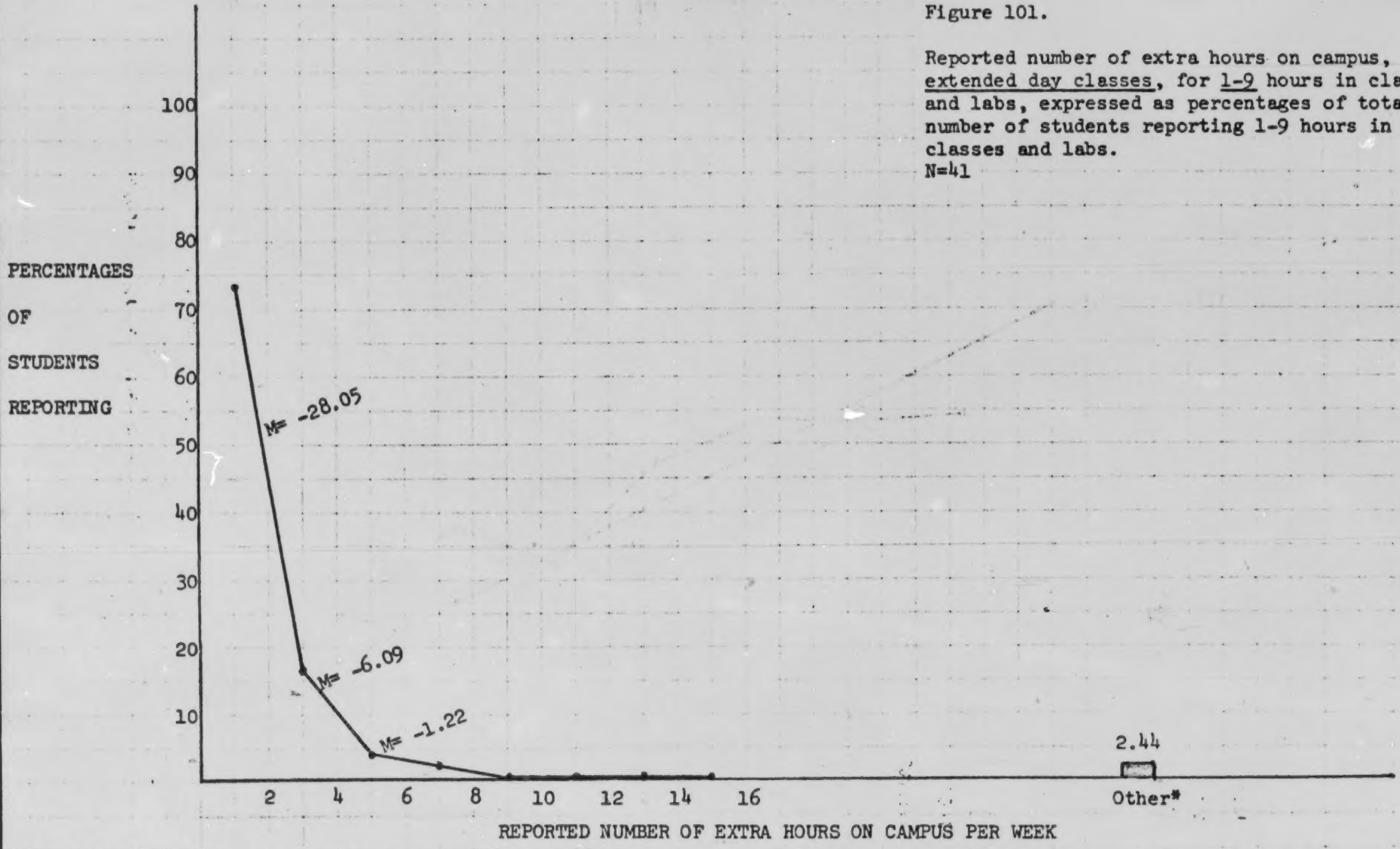
[24] Note that some categories are grouped in order to obtain numbers large enough to take meaningful percentages. Percentages for the 19-21 hours in class category and the 22+ hours in class category are not graphed because of extremely low numbers.

Figure 101.

Reported number of extra hours on campus, extended day classes, for 1-9 hours in classes and labs, expressed as percentages of total number of students reporting 1-9 hours in classes and labs.
N=41



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

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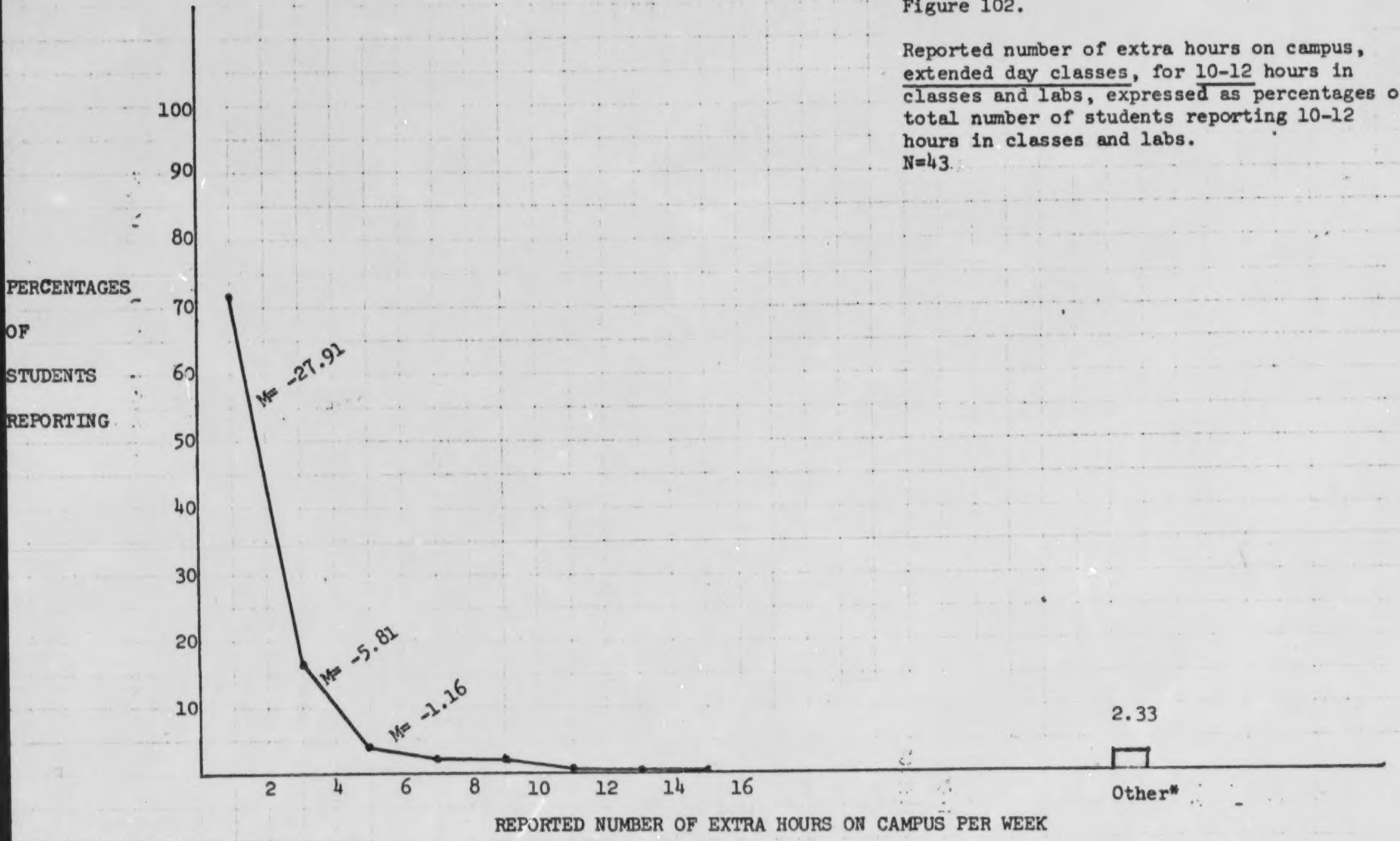
Figure 102.

Reported number of extra hours on campus, extended day classes, for 10-12 hours in classes and labs, expressed as percentages of total number of students reporting 10-12 hours in classes and labs.
N=43



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

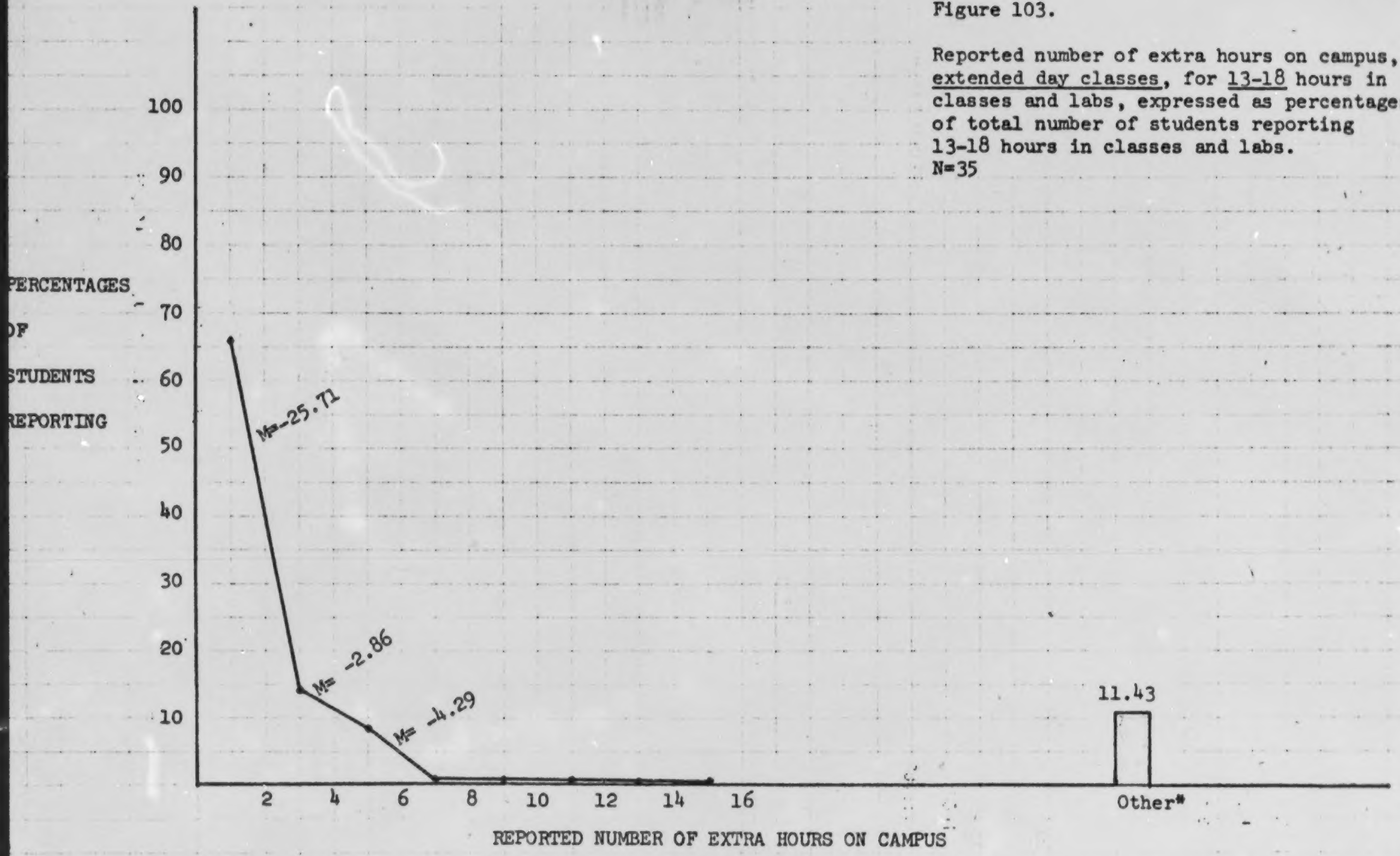


Figure 103.

Reported number of extra hours on campus, extended day classes, for 13-18 hours in classes and labs, expressed as percentages of total number of students reporting 13-18 hours in classes and labs.
N=35

*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

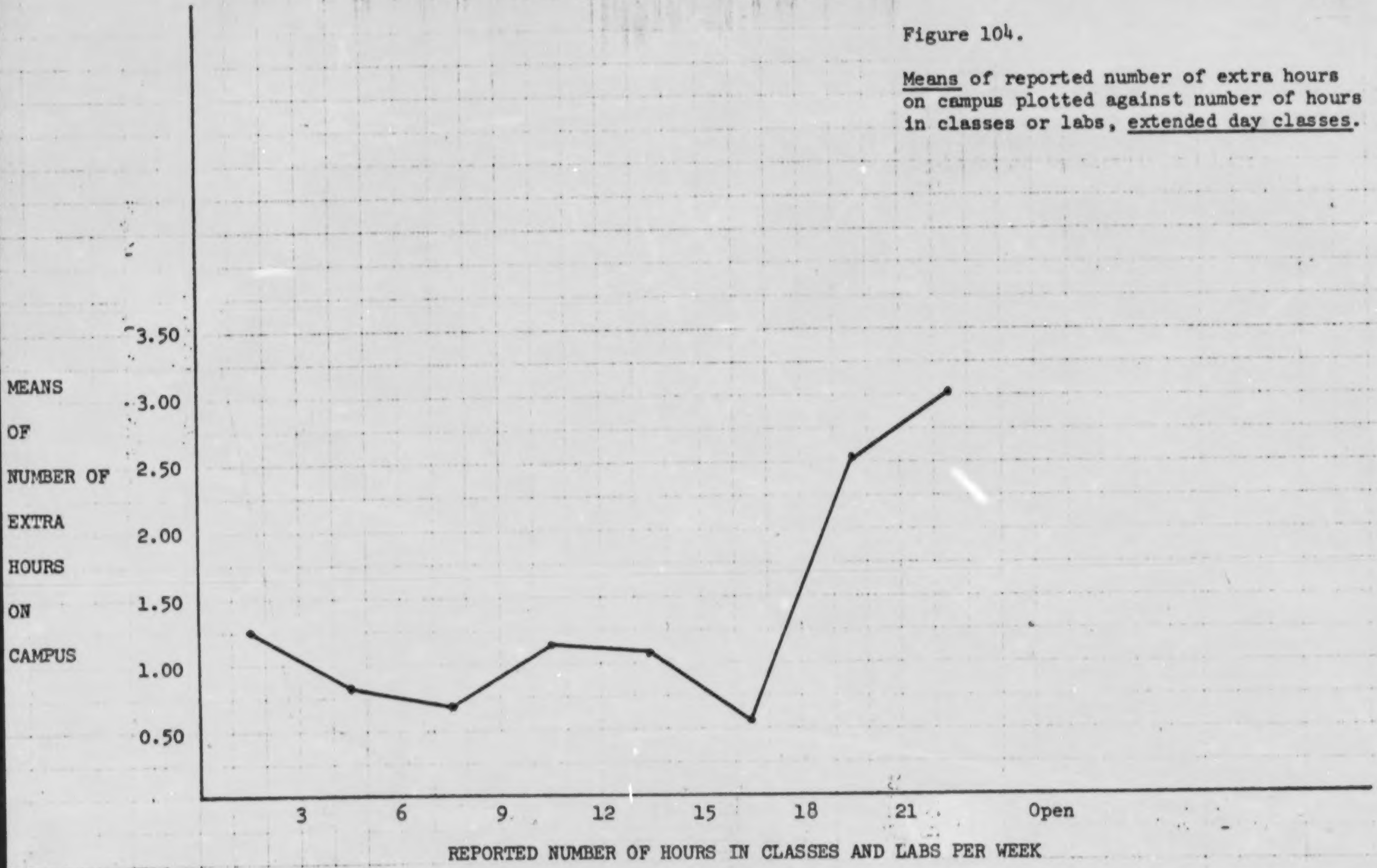


Figure 104.

Means of reported number of extra hours on campus plotted against number of hours in classes or labs, extended day classes.

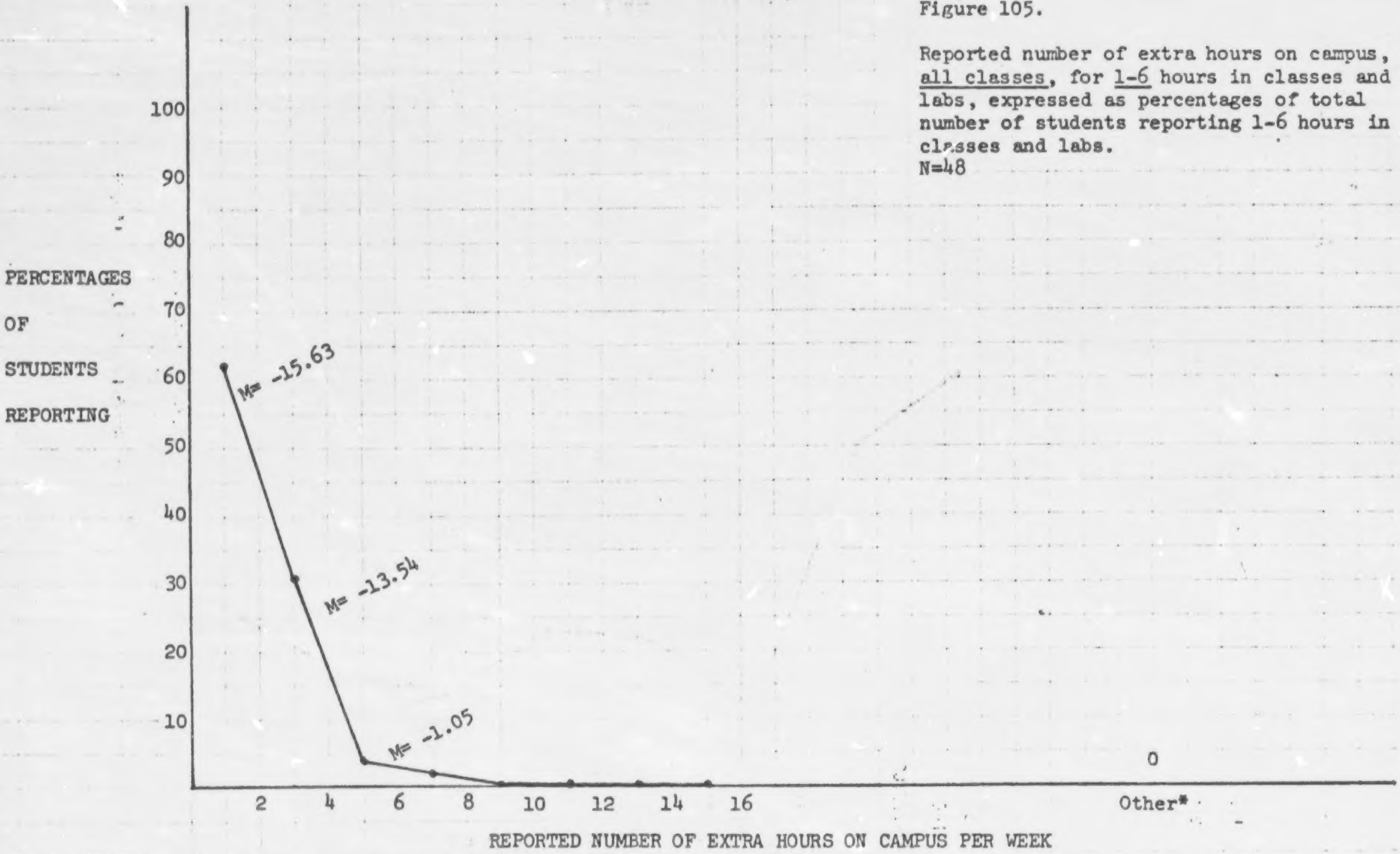


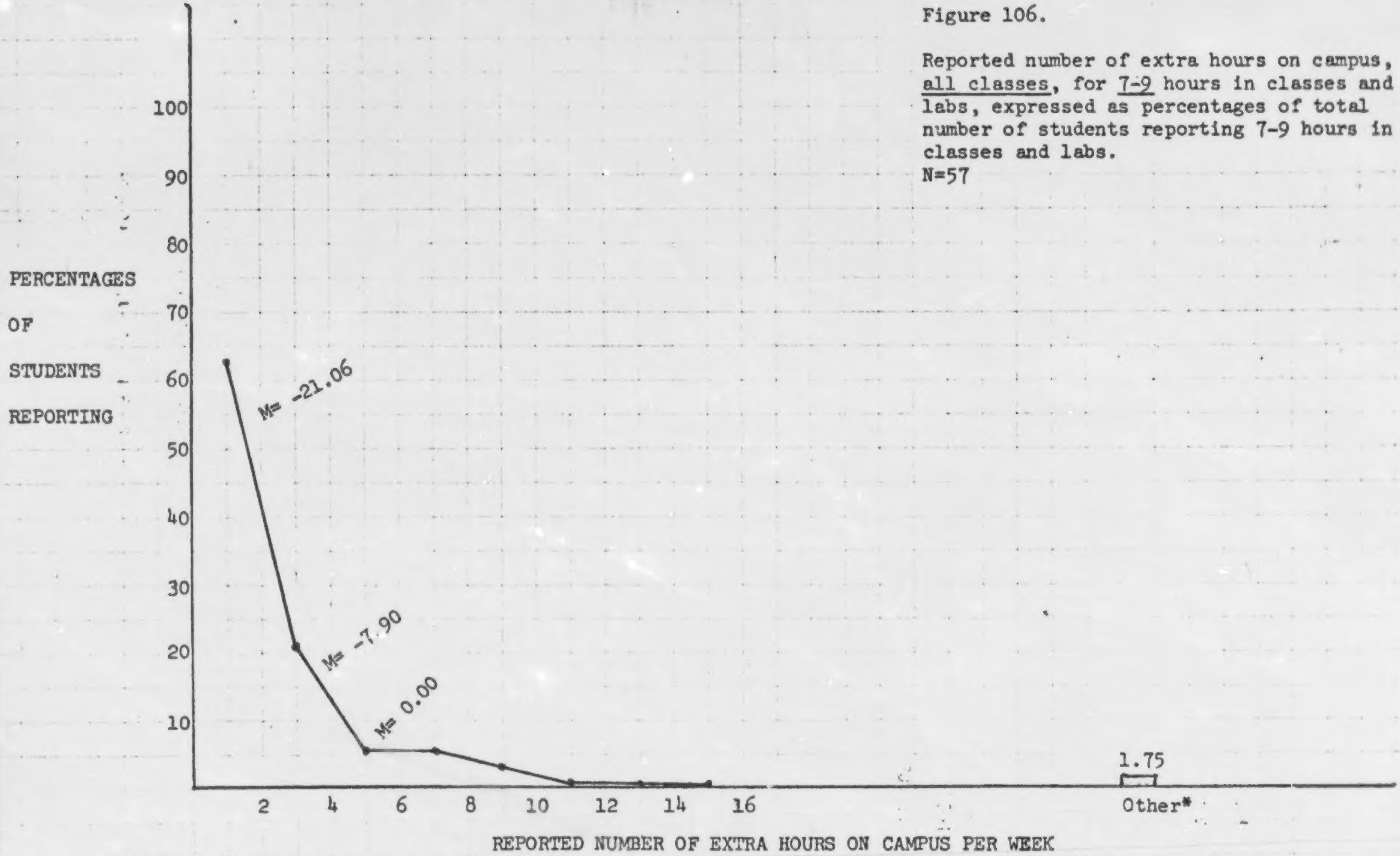
Figure 105.

Reported number of extra hours on campus, all classes, for 1-6 hours in classes and labs, expressed as percentages of total number of students reporting 1-6 hours in classes and labs.
N=48

*Included the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 106.

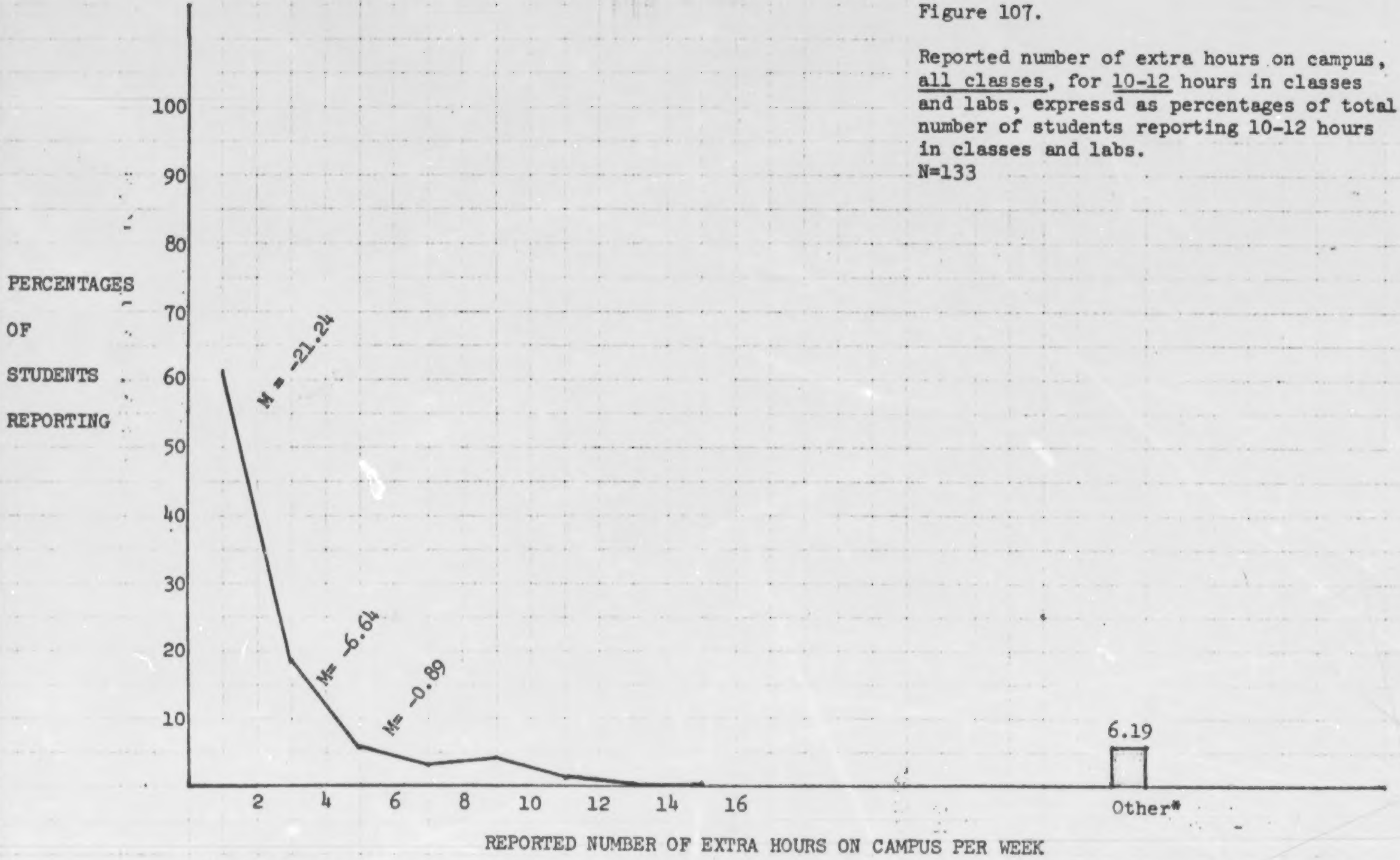
Reported number of extra hours on campus, all classes, for 7-9 hours in classes and labs, expressed as percentages of total number of students reporting 7-9 hours in classes and labs.
N=57



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 107.

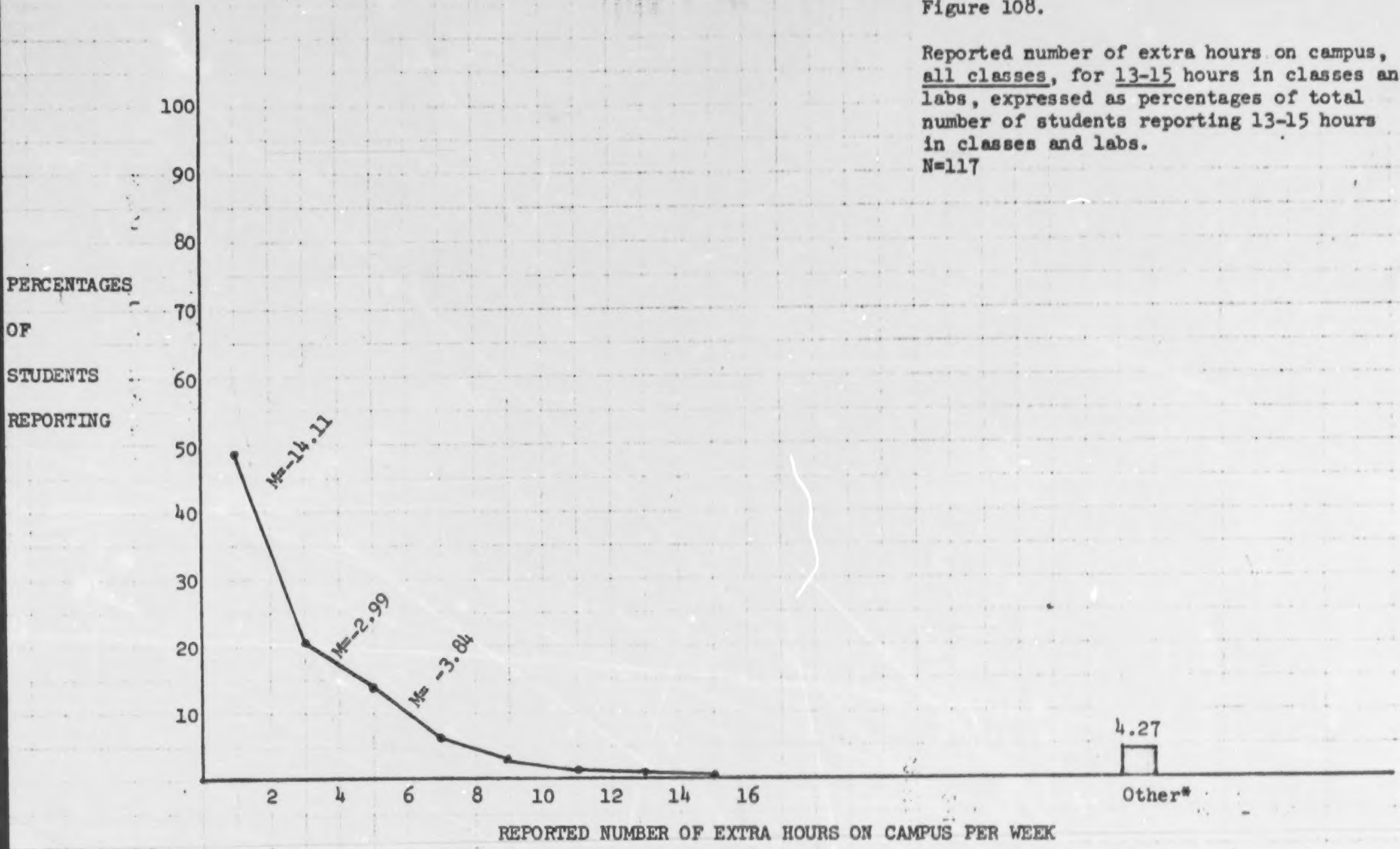
Reported number of extra hours on campus, all classes, for 10-12 hours in classes and labs, expressd as percentages of total number of students reporting 10-12 hours in classes and labs.
N=133



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 108.

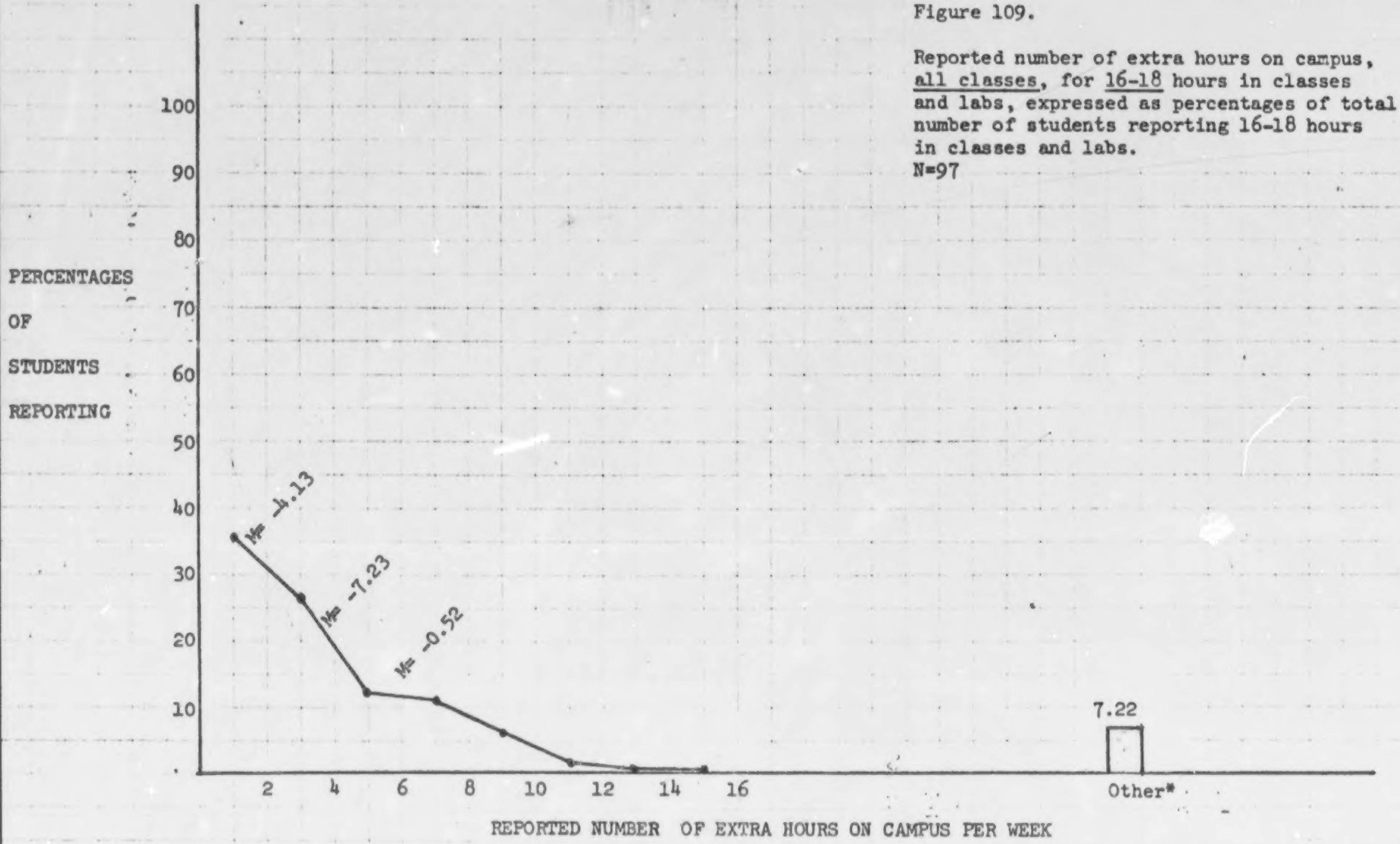
Reported number of extra hours on campus, all classes, for 13-15 hours in classes and labs, expressed as percentages of total number of students reporting 13-15 hours in classes and labs.
N=117



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 109.

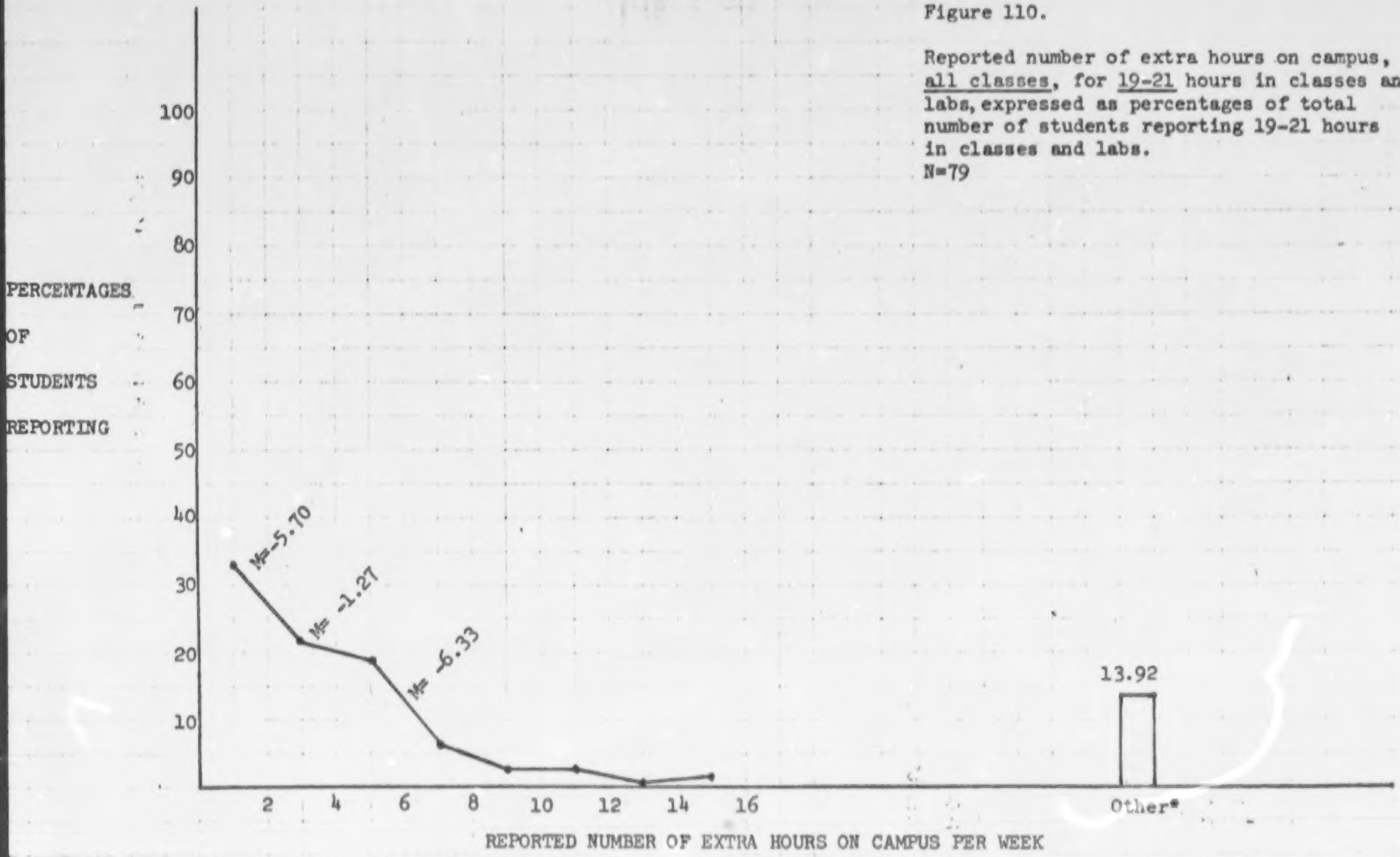
Reported number of extra hours on campus, all classes, for 16-18 hours in classes and labs, expressed as percentages of total number of students reporting 16-18 hours in classes and labs.
N=97



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 110.

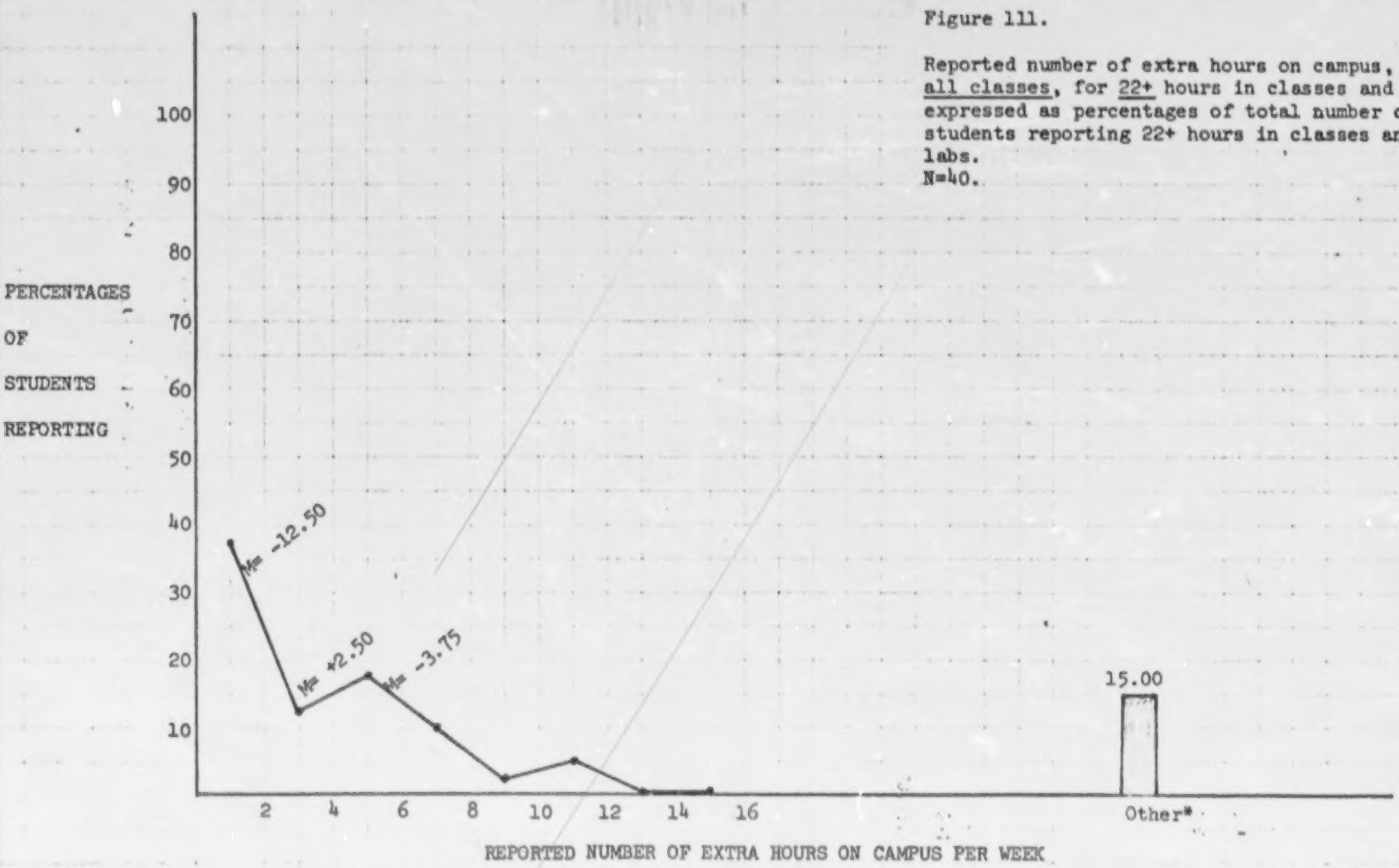
Reported number of extra hours on campus, all classes, for 19-21 hours in classes and labs, expressed as percentages of total number of students reporting 19-21 hours in classes and labs.
N=79



*Includes the categories, "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 111.

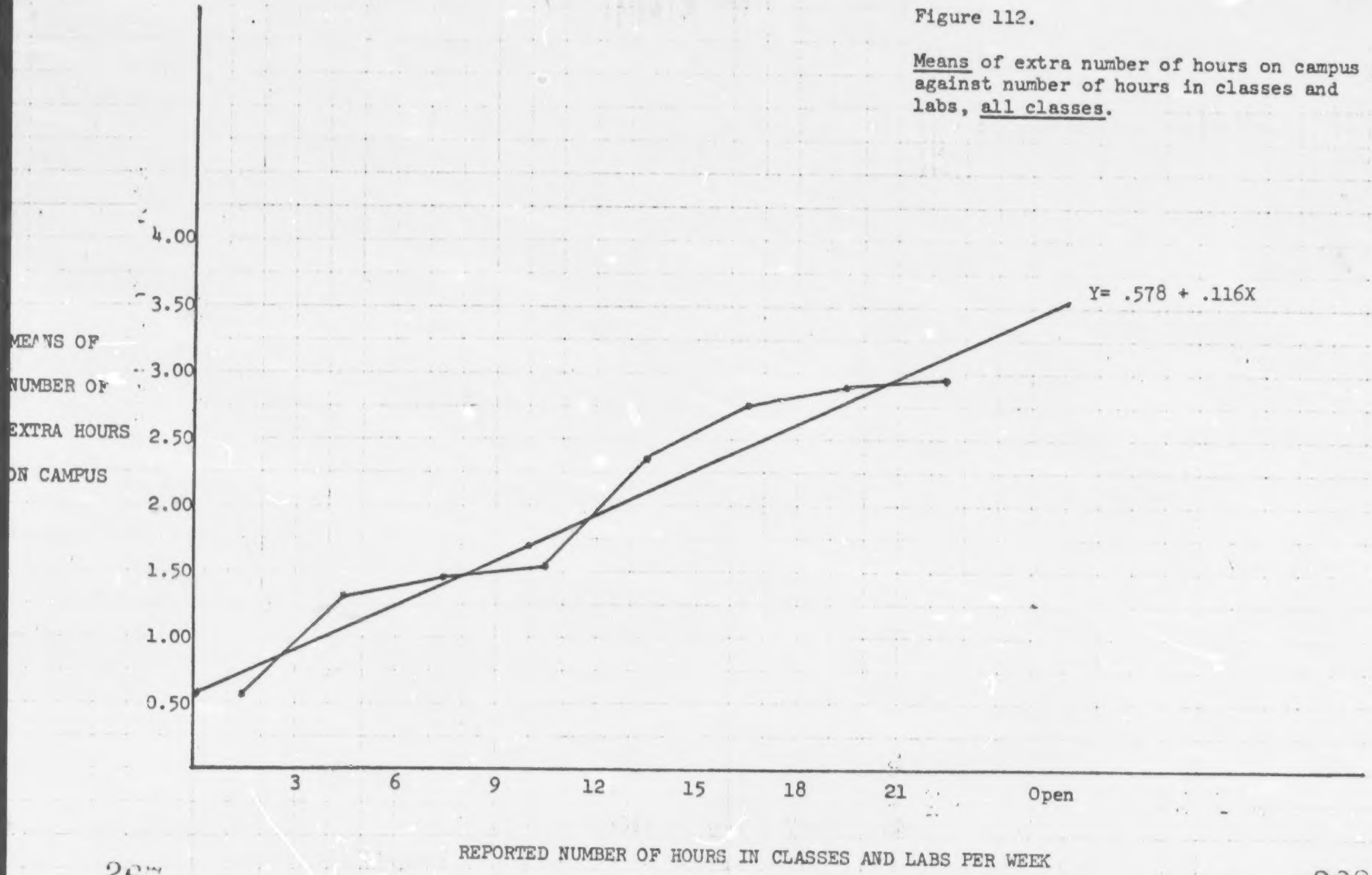
Reported number of extra hours on campus, all classes, for 22+ hours in classes and labs, expressed as percentages of total number of students reporting 22+ hours in classes and labs.
N=40.



*Includes the categories "No class hours reported," "Excessive total hours reported," and "Misread question."

Figure 112.

Means of extra number of hours on campus plotted against number of hours in classes and labs, all classes.



16-18 hours in classes or labs per week: M=2.750
19-21 hours in classes or labs per week: M=2.882
22+ hours in classes or labs per week: M=2.939

These values are graphed in Figure 112, along with the least-squares line. The correlation coefficient r=.89, which, as for the day classes, means that for all classes there is a relationship between the *expected value* of the number of extra hours on campus and the number of hours spent in classes and labs.[25]

[25] Again, it is important to remember that this relationship is *not* between the two variables number of extra hours on campus and number of hours in classes and labs, but rather between the *expected values* (i.e., means) of extra hours on campus and number of hours in classes and labs. Also remember that each expected value (i.e., mean) is itself based on a distribution, which in these cases usually has rather wide dispersion.

8. Students' Reports of Where They Ate Lunch over a one-week period.

Students were asked where they had eaten lunch during the past week through the question "Last week I ate lunch at: (Check one for each day)". All Houses with eating facilities were listed, followed by the categories "Off-Campus" and "didn't eat lunch." The Statistical Summary on page 7 shows the results. Of interest is the fact that among both categories of new students, those in day classes and those in extended day classes, the great majority either responded that they ate off-campus or that they didn't eat lunch:

Day Classes (N=458)

On campus	119	(25.98% of 458)
Off-campus or didn't eat lunch	339	(74.02% of 458)
	458	100.00%

Extended Day Classes (N=128)

On campus	11	(8.59% of 128)
Off-campus or didn't eat lunch	117	(91.41% of 128)
	128	100.00%

All Classes (N=586)

On campus	130	(22.18% of 586)
Off-campus or didn't eat lunch	456	(77.82% of 586)
	586	100.00%

Figures i-iii display these data in graph form, broken down by location (own House and other House).

There is some indication that some students misread the question and marked the "Didn't eat lunch" category when they in fact should have marked the "Off-campus" category; however, if one looks at this question as one of the indicators of students involvement in House and campus life, then from that point of view, the distinction between the "Didn't eat lunch" category and the "Off-campus" category is not important, and can and probably should be considered as one category. Although an examination of reasons for not eating on campus was outside the scope of this survey, some students volunteered reasons for why they chose not to have lunch on campus. The two reasons reported most often by the day classes were (1) that the student's classes were over by noon and that he or she therefore went home or to work and had lunch there, and (2) that the student could not afford the prices of the House snack bars. With respect to extended day classes, some students reported that they were not on campus at all during the day. This is of course in line with the fact that 55.47% of the students in the extended day classes work at least 40 hours a week, and are therefore not on campus during the day.

Figures were also obtained for where students ate lunch categorized by reported House membership, for only those students who reported their House membership. Figures iv-vi show this in tables, and figures vii-ix in graph form. Note that these figures and percentages include only those students who reported House membership. Those students who reported Schweitzer House membership were counted as having eaten lunch in their own House if they reported eating lunch at Einstein House. Thorpe students are omitted from this tabulation because of the fact that Thorpe House has as yet no building. Note that for the day classes, shown in figures iv and vii, Muir-Twain had the largest percentage of students (23.08%) reporting that they ate lunch in their own House at least once.

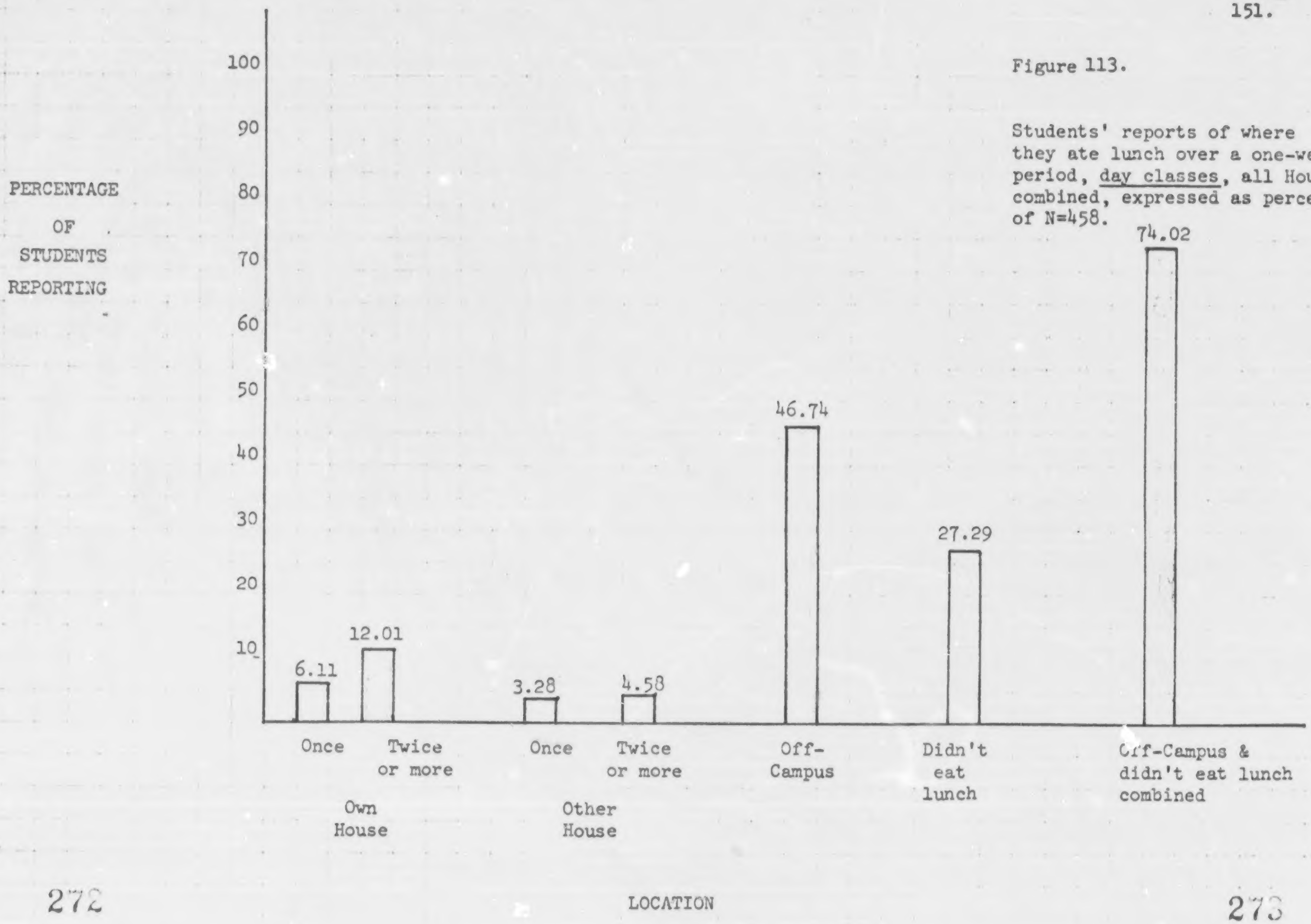


Figure 113.

Students' reports of where they ate lunch over a one-week period, day classes, all Houses combined, expressed as percentages of N=458.

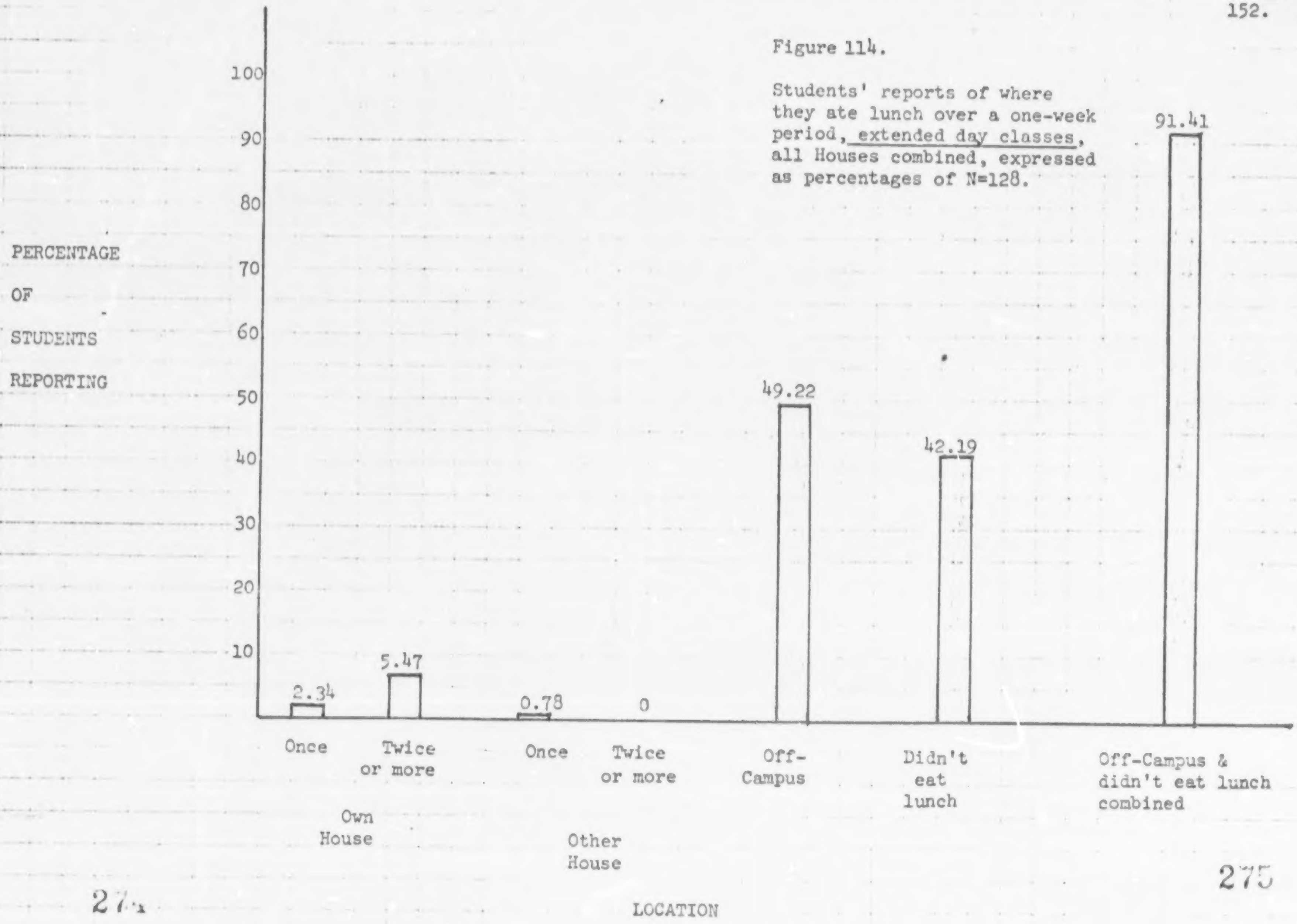


Figure 114.

Students' reports of where they ate lunch over a one-week period, extended day classes, all Houses combined, expressed as percentages of N=128.

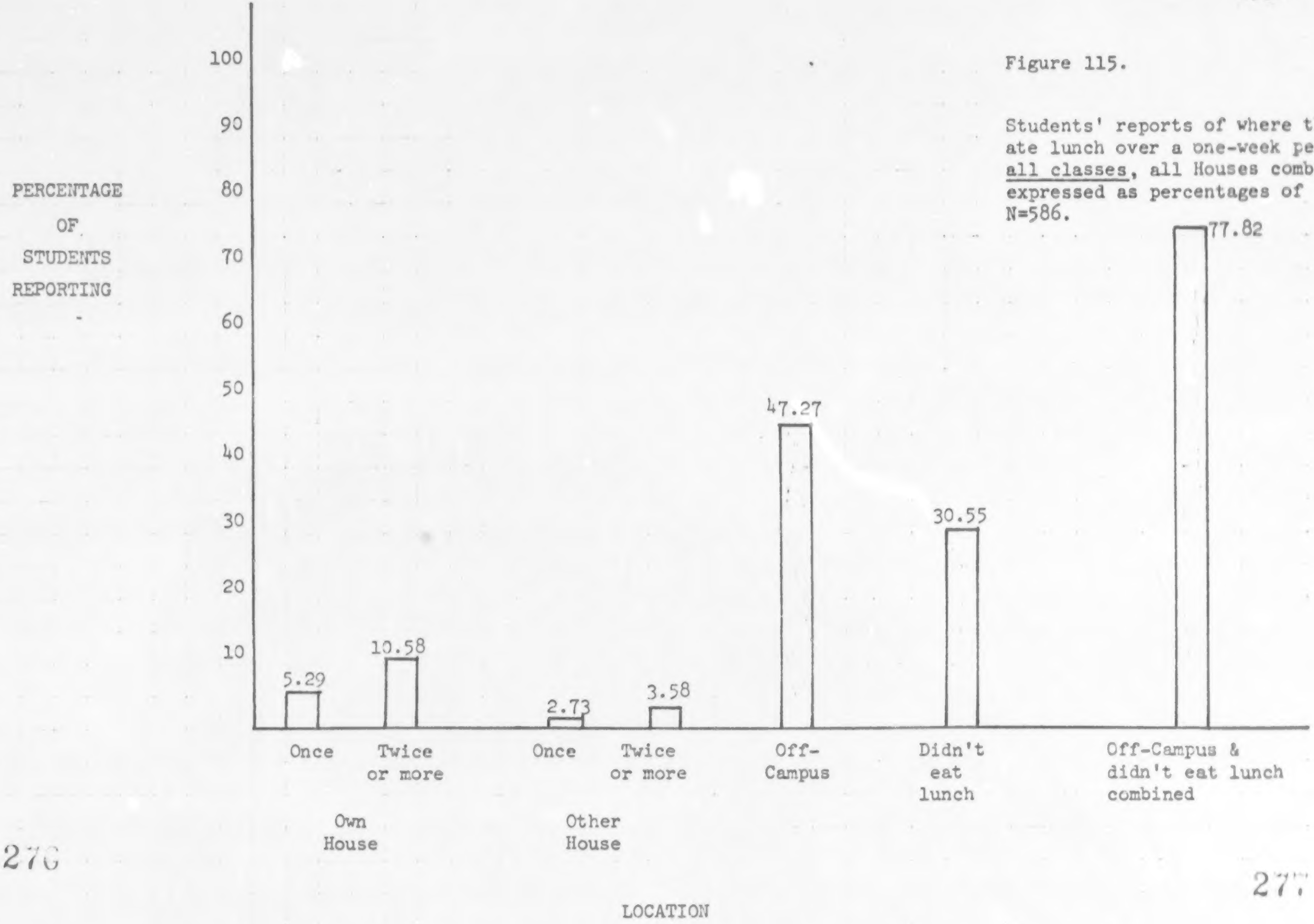


Figure 115.

Students' reports of where they ate lunch over a one-week period, all classes, all Houses combined, expressed as percentages of N=586.

LUNCH BY HOUSE --- ALL DAY

	EINSTEIN	BERNSTEIN	MUIR-TWAIN	CARNEGIE	EDISON	SCHWEITZER
Own - Once	5 (8.62)	5 (11.11)	5 (6.41)	5 (4.67)	3 (3.75)	1 (3.44)
Own - Twice or more	7 (12.07)	5 (11.11)	13 (16.66)	11 (10.28)	9 (11.25)	2 (6.90)
Other - Once	4 (6.90)	3 (6.67)	0 (0)	2 (1.87)	1 (1.25)	2 (6.90)
Other - Twice or more	1 (1.72)	5 (11.11)	4 (5.13)	3 (2.80)	3 (3.75)	3 (10.34)
Off-Campus	26 (44.83)	13 (28.89)	38 (48.72)	63 (58.88)	35 (43.75)	13 (44.83)
Didn't eat lunch	15 (25.86)	14 (31.11)	18 (23.08)	23 (21.50)	29 (36.25)	8 (27.59)
	58 (100.00%)	45 (100.00%)	78 (100.00%)	107 (100.00%)	80 (100.00%)	29 (100.00%)

Figure 116.

Students' reports of where they ate lunch over a one-week period, day classes broken down by reported House membership and expressed both as raw data and below as percentages of reported House memberships for day classes. N=397.

LUNCH BY HOUSE =-- ALL NIGHT

	EINSTEIN	BERNSTEIN	MUIR-TWAIN	CARNEGIE	EDISON	SCHWEITZER
Own-Once	0	0	1 (5.26)	0	2 (16.67)	0
Own - Twice or more	2 (16.67)	0	1 (5.26)	1 (4.55)	1 (8.33)	0
Other - Once	0	0	0	0	0	0
Other - Twice or more	0	0	0	0	0	0
Off-Campus	4 (33.33)	1	9 (47.37)	12 (54.55)	2 (16.67)	3
Didn't eat lunch	6 (50.00)	0	8 (42.11)	9 (40.90)	7 (58.33)	2
	12 (100.00%)	1 -	19 (100.00%)	22 (100.00%)	12 (100.00)	5 -

Figure 117.

Students' reports of where they ate lunch over a one-week period, extended day classes, broken down by reported House membership and expressed both as raw data and below as percentages of reported House memberships for extended day classes. N=71.

LUNCH BY HOUSE --- ALL CLASSES

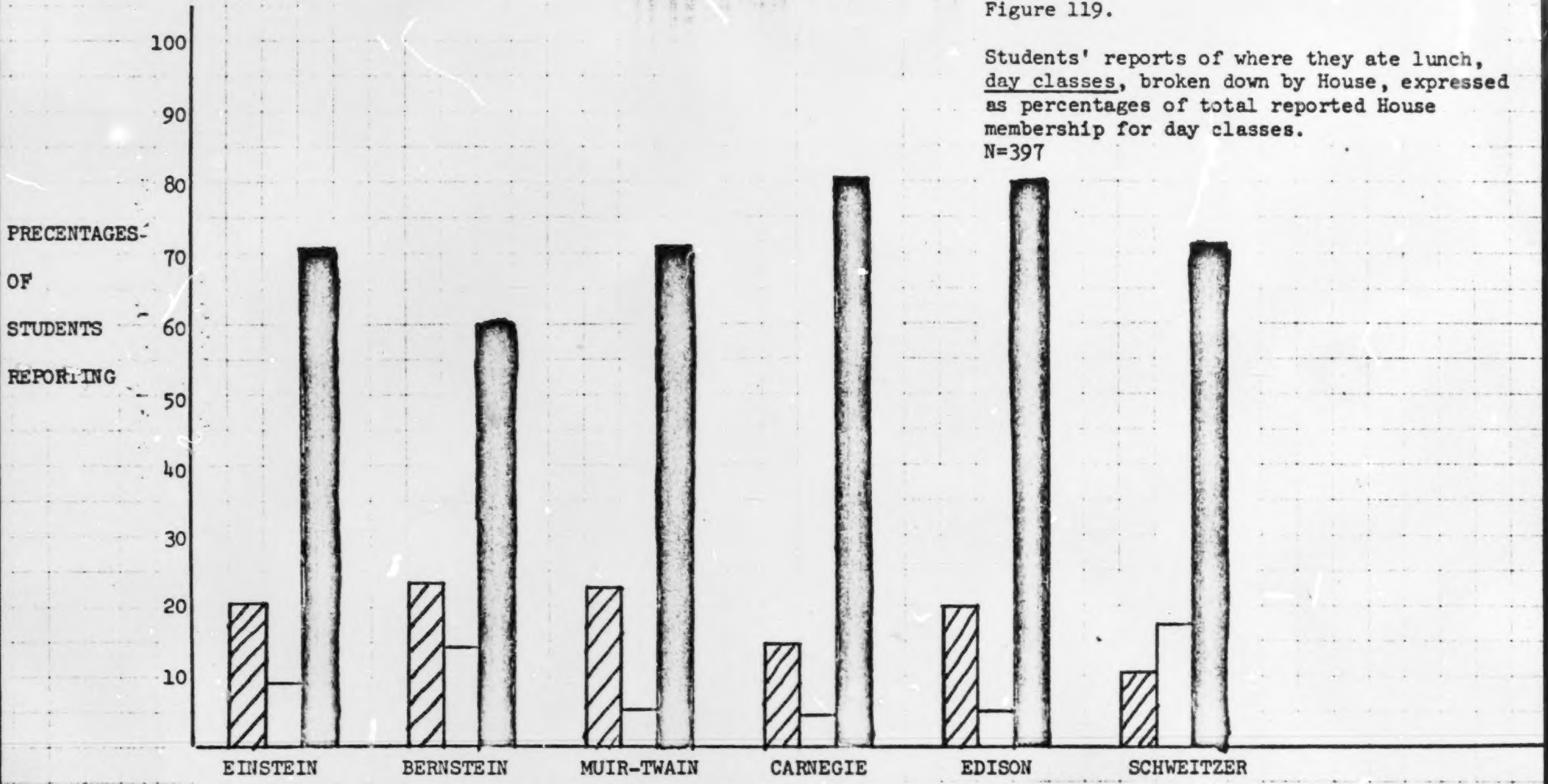
	EINSTEIN	BERNSTEIN	MUIR-TWAIN	CARNEGIE	EDISON	SCHWEITZER
Own - Once	5 (7.14)	5 (10.87)	6 (6.20)	5 (3.88)	5 (5.43)	1 (2.94)
Own - Twice or more	9 (12.86)	5 (10.87)	14 (14.42)	12 (9.30)	10 (10.87)	2 (5.88)
Other - Once	4 (5.71)	3 (6.53)	0	2 (1.54)	1 (1.09)	2 (5.88)
Other - Twice or more	1 (1.43)	5 (10.87)	4 (4.13)	3 (2.33)	3 (3.26)	3 (8.82)
Off-Campus	30 (42.86)	14 (30.43)	47 (48.45)	75 (58.14)	37 (40.22)	16 (47.59)
Didn't eat lunch	21 (30.00)	14 (30.43)	26 (26.80)	32 (24.81)	36 (39.13)	10 (29.41)
	70 (100.00%)	46 (100.00%)	97 (100.00%)	129 (100.00%)	92 (100.00%)	34 (100.00%)

Figure 118.

Students' reports of where they ate lunch over a one-week period, all classes, broken down by reported House membership and expressed both as raw data and below as percentages of total reported House membership.
N=468.

Figure 119.

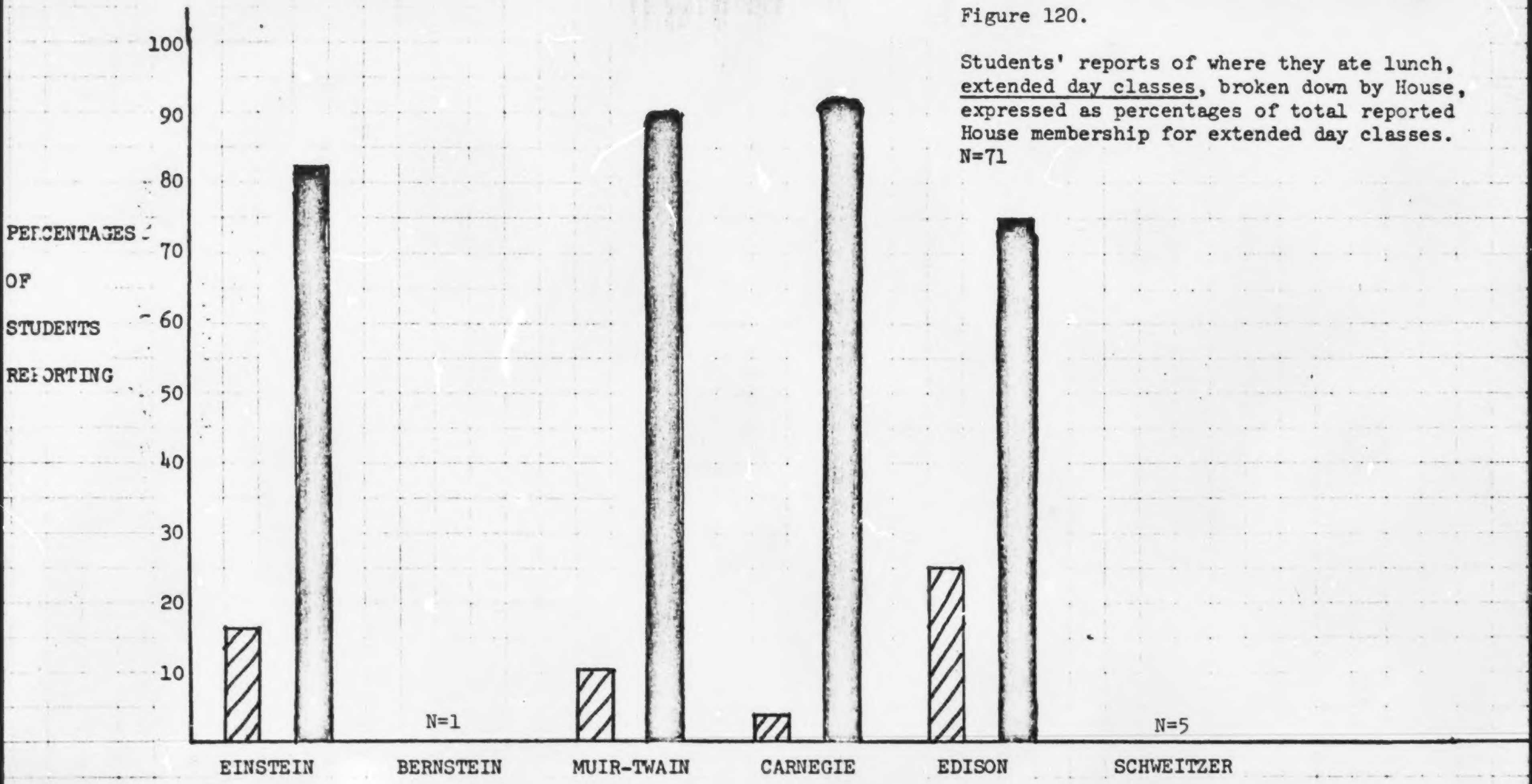
Students' reports of where they ate lunch, day classes, broken down by House, expressed as percentages of total reported House membership for day classes.
N=397



Solid bars are categories "Off-campus" and Didn't eat lunch."
White bars are category "Other House."
Striped bars are category "Own House."

Figure 120.

Students' reports of where they ate lunch, extended day classes, broken down by House, expressed as percentages of total reported House membership for extended day classes. N=71



Solid bars are categories "Off-campus" and "Didn't eat lunch."
Striped bars are category "Own House."

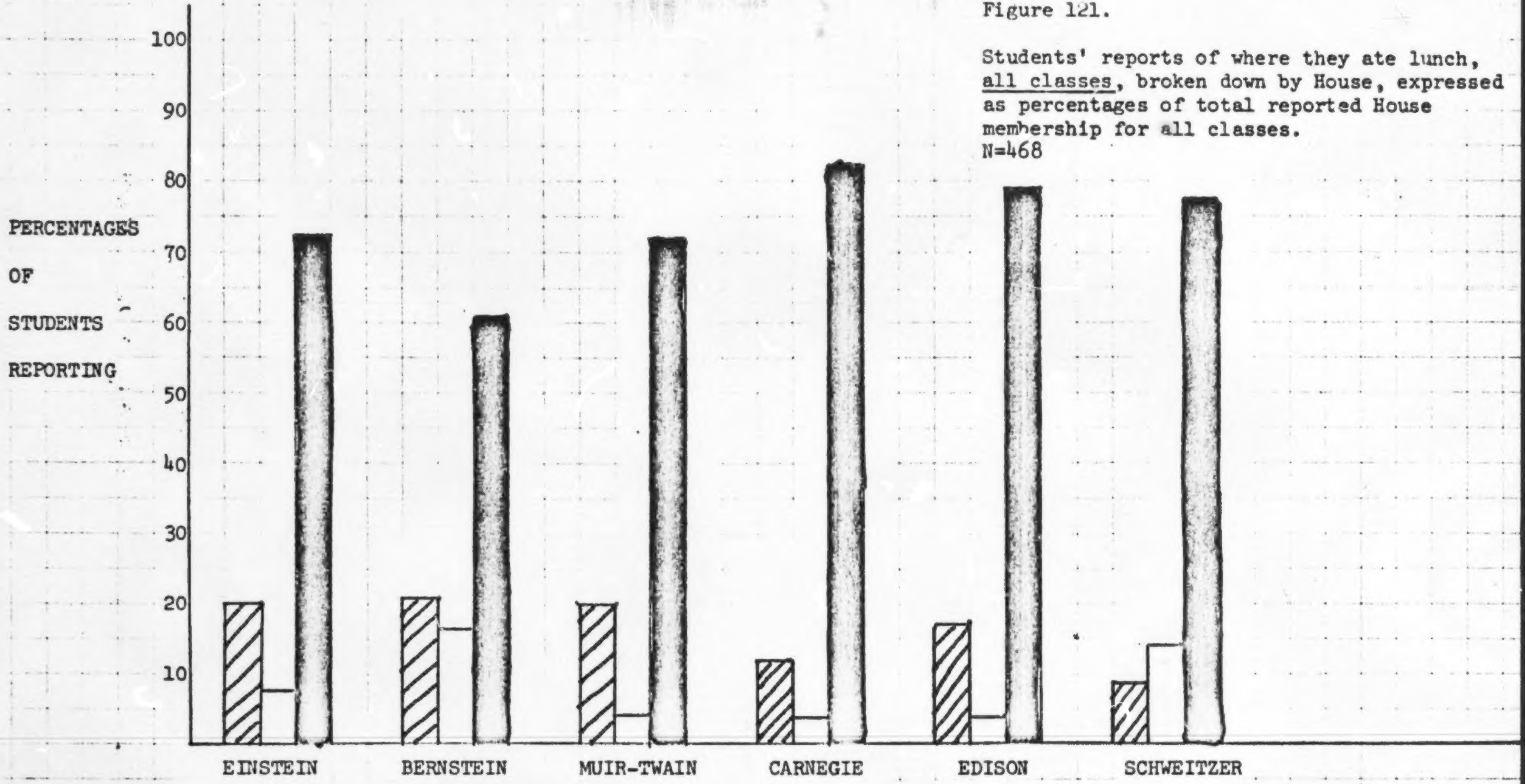


Figure 121.

Students' reports of where they ate lunch, all classes, broken down by House, expressed as percentages of total reported House membership for all classes.
N=468

Solid bars are categories "Off-campus" and "Dinn't eat lunch."
White bars are category "Other House."
Striped bars are category "Own House."

9. Students' Reports of Extra-curricular Activities

Students were asked how many extra-curricular activities they had participated in during the past week by the question "Last week I participated in _______ number of extra-curricular activities on campus (athletic events, club meetings, concerts, chow-downs, etc.). The Statistical Summary on Page 7 shows the results. These figures are presented in graph form in Figures 122-124. Note the extremely low percentages of students in both day and extended day classes who had at the time of the survey participated in any extra-curricular activities. Because of the fact that the survey was taken in the first or second week of these students' college careers (a time when most new students are still in the process of finding their classes, buying their books, etc.), the importance of these low percentages is questionable, and probably no interpretations of the data should be made at this time. The follow-up survey of these students, which is in the process of being taken, will yield more meaningful figures.* Indeed, some students volunteered the information that while they had not yet participated in extra-curricular acitivites, they planned to do so once they got settled into the school routine.

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*This sort of question is obviously not a good one to ask brand new students; however, because the same survey is being done as a follow-up on the new students and also with a sample of "old" students, the identical questionaires should be used in all cases to ensure proper control. This is why this question appeared here.

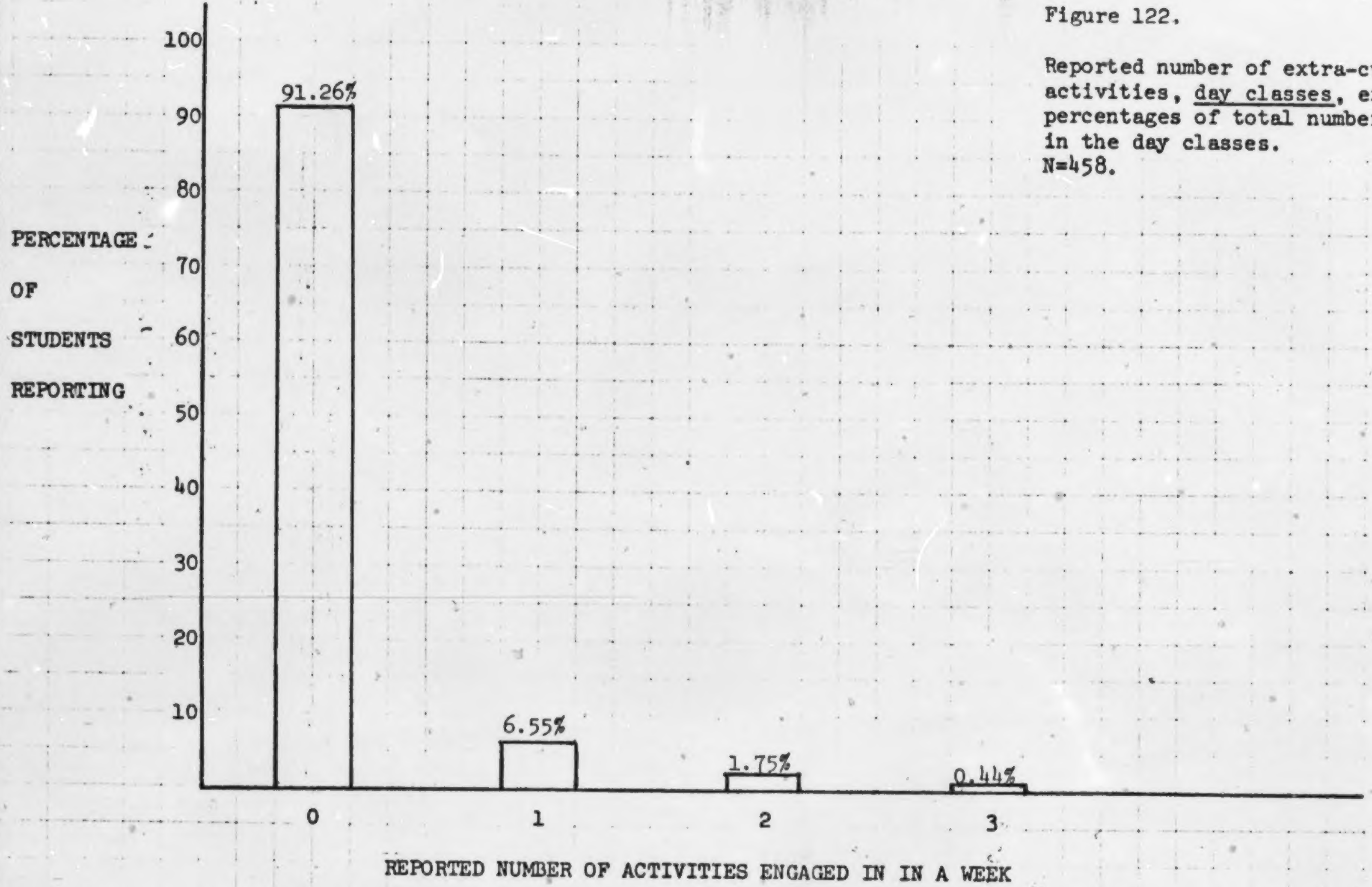


Figure 122.

Reported number of extra-curricular activities, day classes, expressed as percentages of total number of students in the day classes.
N=458.

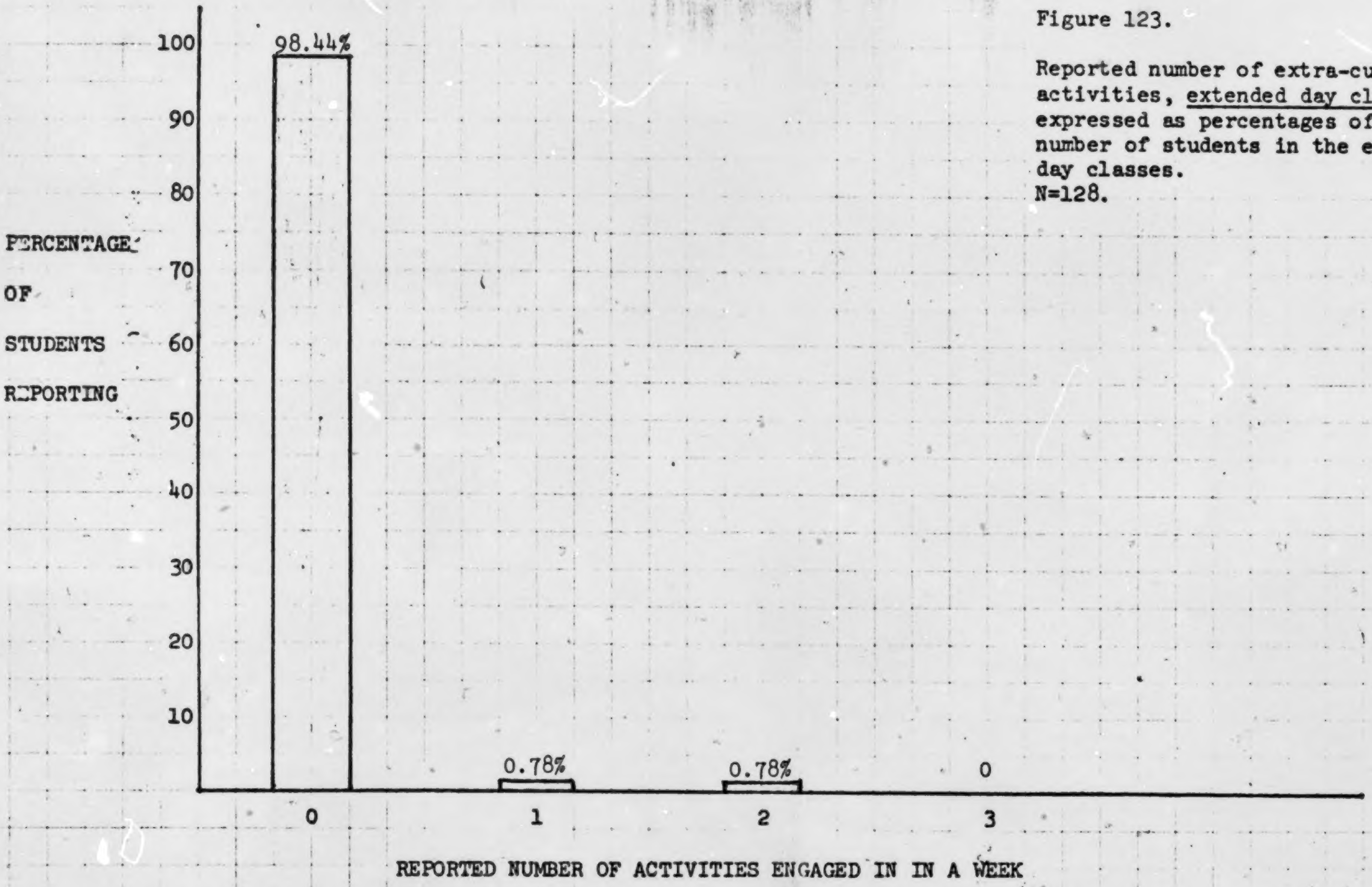
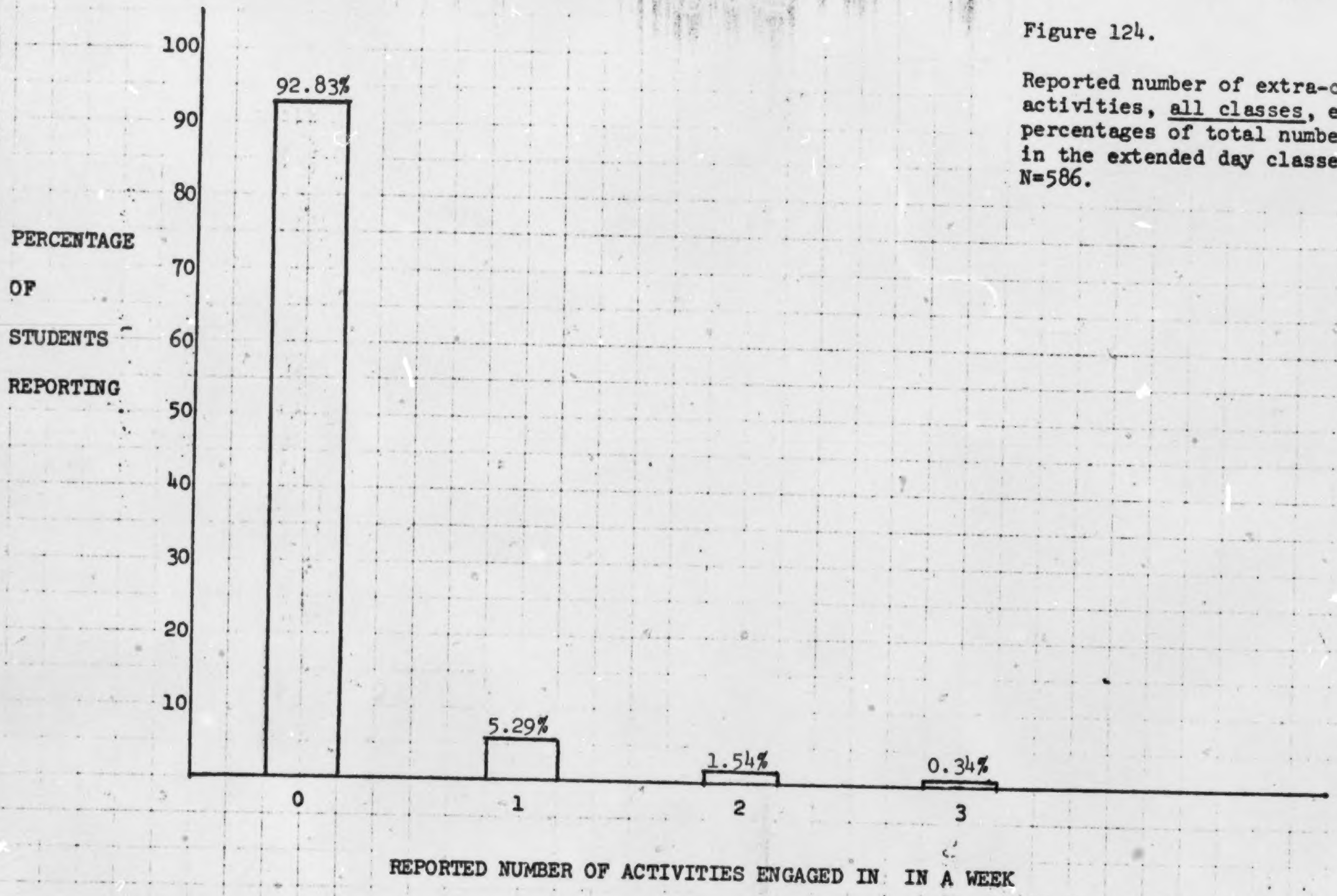


Figure 123.

Reported number of extra-curricular activities, extended day classes, expressed as percentages of total number of students in the extended day classes.
N=128.

Figure 124.

Reported number of extra-curricular activities, all classes, expressed as percentages of total number of students in the extended day classes.
N=586.



APPENDIX A: THE QUESTIONAIRE

Figure A-1 is a copy of the questionaire administered to the Guidance 40 classes. The follow-up study, for which data is being collected, of course uses the identical questionaire in the identical format. When doing control or follow-up studies, or in general any sort of comparative study, it is of course advisable to use the identical questionaire in order to rule out the introduction of extraneous variables related to the format of the questionaire itself. Note the following features of this questionaire:

1. All questions, with the exception of the lunch question, are fill-in rather than a multiple-choice checklist. What this means is that the information was given on an active recall rather than on a recognition basis. For example, to answer the question on House Advisor, the student had to be able to actively recall his or her Advisor's name, rather than merely being able to pick it our from a list of all the Advisors. The possible exception is the question about House membership; here it is possible that the student was able to recognize his or her House from the list given in the subsequent lunch question. With respect to the lunch question, response categories were given for the student to choose from, since this question was not designed to elicit student's knowledge about his House, but rather was designed to elicit statistical information.

A further feature of fill-in questions is that such question design requires that the respondent has some understanding of the question in order to be able to answer it, and that his or her response will to a certain degree display understanding or lack of understanding of the question. It should be conversely noted that a respondant need have absolutely no understanding of the question in order to answer a multiple-choice question, and that therefore the researcher does not really know whether the question was answered with an understanding of it. One the other hand, the use of a fill-in question design will not decrease the number of misunderstood questions, but it will enable the researcher to detect those respondants who did not understand the question. (It should be parenthetically noted that the same is true for respondants who aren't taking the questionaire seriously and whose answers are intended to be jokes; this phenomenon is extremely rare, since most respondants are cooperative and helpful, but it does happen once in a great while).

2. With respect to the questions requiring a number as a response, these questions were also designed with fill-in rather than multiple-choice response categories. Some questionaires use grouped-number response categories, such as the following:

________ 0-5 hours per week
________ 6-10 hours per week
________ 11-15 hours per week

It was decided not to use these sorts of response categories for the following reasons: (a) It is sometimes very difficult to know the proper size of the intervals used in the response categories, unless there is prior information, as from a previous study. I was here, however, dealing with a population of largely unknown parameters (at least with respect to some of the questions asked) and it is difficult to decide under such circumstances what the proper intervals for grouped questions should be. Once the data has been collected, then it can be grouped. (b) It is always possible to group raw data if grouping is necessary and desirable (which it usually is); however, the converse is not true. If the data are collected as grouped data in the first place, the raw numbers can never be recovered.

3. The questionaire was specifically and intentionally designed to be no longer than one page. Brevity is desirable because of respondant fatigue as the number of questions increases. Brevity, however, need not mean paucity of information; note the tremendous amounts of information contained in this report which came from this one short questionaire. (Indeed, even more information could be extracted by making use of the information which the Registrar has on these students; all students were asked to put their student numbers on the questionaires, so it would be possible to find out, for example, the number of extra hours spent on campus broken dowm by sex, or age, or marital status.)

4. The questionaire was written in straightforward, non-technical language. The researcher can never be sure that all respondants are reading and interpreting the questions in the way she intends, and some misreading is inevitable, but the avoidance of technical language and the use of straightforward language cuts down this uncertainty.

5. Last, but by no means least, note the researcher's statement of confidentiality at the top of the questionaire. This was also repeated verbally to the classes upon administration of the questionaire. This is not ethically indicated, it is also a sound methodological procedure; respondants are more likely to answer and answer truthfully if they are assured that there will be limited access to their individual answers. (In other cases, it is of course desirable and necessary that others besides just the researcher have access to the individual responses; in these cases, the respondant should be told exactly what kinds of persons will have access to their individual responses.)

APPENDIX B: FORMULAS

The following formulas were used throughout this report:

1. Arithmetic mean, designated by M=

$$M = \frac{\sum_{i=1}^{N} X_i}{N} \qquad \text{or} \qquad M = \sum_{i=1}^{N} X_i p(X_i)$$

2. Standard deviation, designated by s:*

$$s = \sqrt{\frac{\sum_{i=1}^{N} (X_i - M)^2}{N}}$$

3. Slope of a line segment, designated by M:

$$M = \frac{f(X_2) - f(X_1)}{X_2 - X_1}$$

4. Least-squares line, designated by the formula $Y=a+bX$:

$$a = \overline{Y} - b\overline{X} \qquad b = \frac{\sum_{i=1}^{N} x_i y_i}{\sum_{i=1}^{N} x_i^2}$$

5. Correlation coefficient, designated by r:

$$r = \frac{\sum^{N} (X-\overline{X})(Y-\overline{Y})}{\sqrt{\left[\sum (X-\overline{X})^2\right]\left[\sum (Y-\overline{Y})^2\right]}}$$

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 21 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

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* Since we are dealing with a population, this of course should more properly be designated by the Greek letter σ; however, for typing ease, "s" was used in this report.

Instructions: Please complete each sentence if possible. If you don't know or are undecided, leave it blank or write in "undecided". But if possible, try to answer. Your answers will be kept confidential; I (Dr. Judy Davidson) will be the only one to ever see them. Thank you for your help and cooperation.

The name of the House I belong to is ______________________________.

I plan to major in ______________________________.

The name of my counselor is ______________________________.

The name of my house advisor is ______________________________.

The name of my house president is ______________________________.

I work ________ hours every week on a job outside of school.

I spend about ________ hours a week at school in classes or labs.

I spend about ________ hours a week at school aside from the time I spend in classes or labs.

Last week I ate lunch at: (Check one for each day)

Monday:
____Muir-Twain
____Bernstein
____Einstein
____Edison
____Carnegie
____Off-campus
____Didn't eat lunch

Tuesday:
____Muir-Twain
____Bernstein
____Einstein
____Edison
____Carnegie
____Off-campus
____Didn't eat lunch

Wednesday:
____Muir-Twain
____Bernstein
____Einstein
____Edison
____Carnegie
____Off-campus
____Didn't eat lunch

Thursday:
____Muir-Twain
____Bernstein
____Einstein
____Edison
____Carnegie
____Off-campus
____Didn't eat lunch

Friday:
____Muir-Twain
____Bernstein
____Einstein
____Edison
____Carnegie
____Off-campus
____Didn't eat lunch

Last week I participated in ________ number of extra-curricular activities on campus (athletic events, club meetings, concerts, chow-downs, etc.)